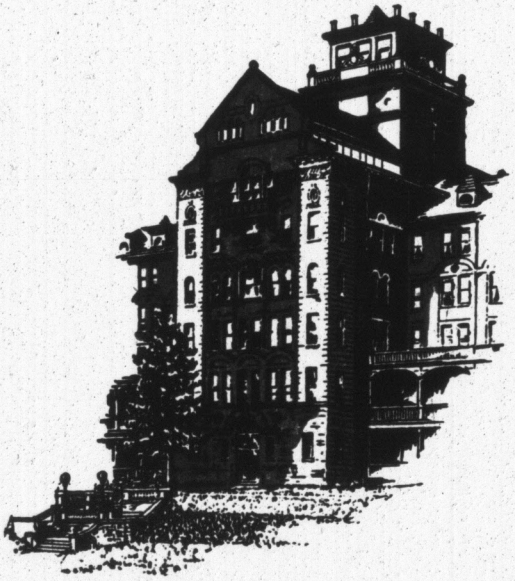
STATE TEACHERS COLLEGE

MANSFIELD

PENNSYLVANIA



THE COLLEGE QUARTERLY

GENERAL CATALOG

1939—1940

THE COLLEGE QUARTERLY

State Teachers College
Mansfield, Pennsylvania

Volume 44 February, 1939 Number 1

GENERAL CATALOG

Seventy-seventh Edition

1939-1940

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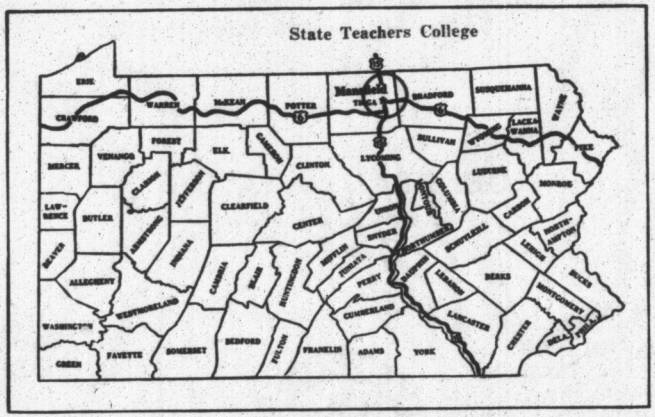

HOW TO REACH MANSFIELD

Mansfield Borough is located in Tioga County, Pennsylvania, approximately fifty miles north of Williamsport via Route 15 and forty miles south of Elmira, New York, via Route 549. At this point, the two main highways of Pennsylvania—Route 6, running east and west, and the aforementioned Route 15, running north and south—intersect, rendering Mansfield State Teachers College easily accessible by motor from all parts of the state.

While there is no passenger train service to or from Mansfield, there are adequate facilities for handling freight. Thus, if it is necessary, a student may send his baggage to the College by express. In doing so, however, the student should be certain that such baggage is marked distinctly with his own name and "State Teachers College, Mansfield, Tioga County, Pennsylvania." He should be sure also that the baggage is shipped via Elmira, New York, and the Tioga Division of the Erie Railroad.

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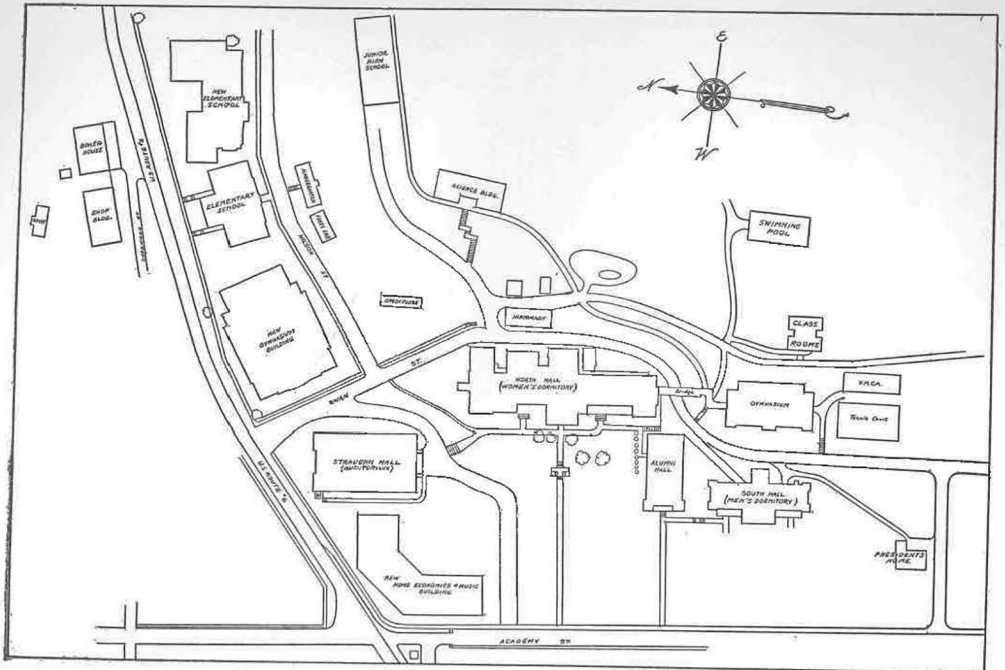

Map of Grounds and Buildings

COLLEGE CALENDAR—1939-1940

COMMENCEMENT—1939

ALUMNI DAY	Saturday, May 27
11:00 A. M., General Alumni Meeting	
1:00 P. M., Alumni Dinner	
3:30 P. M., Class Reunions	
8:00 P. M., College Opera	
BACCALAUREATE DAY	Sunday, May 28
10:00 A. M., Sermon	
3:00 P. M., Band Concert	
7:30 P. M., Orchestra Concert	
COMMENCEMENT DAY	Monday, May 29
10:00 A. M., Commencement Exercises	

SUMMER SESSION—1939

Registration Day	Monday, June 26
Classes Begin	Tuesday, June 27
Entrance Examinations	Friday, July 14
Session Ends	Saturday, August 5

POST-SESSION—1939

Session Begins	Monday, August 7
Session Ends	Saturday, August 26

FIRST SEMESTER—1939-1940

Final Date for Entrance Examinations	Tuesday, Sept. 12
Registration and Classification of Freshmen	Wednesday, Sept. 13
Registration and Classification of Sophomores, Juniors, and Seniors	Thursday, Sept. 14
Classes Begin	Friday, Sept. 15
Thanksgiving Recess Begins	12 M., Wednesday, Nov. 29
Thanksgiving Recess Ends	12 M.,12 M., Monday, Dec. 4
Christmas Recess Begins	12 M., Thursday, Dec. 21
Christmas Recess Ends	12 M., Tuesday, Jan. 2
First Semester Ends	After Last Class, Saturday, Jan. 20

SECOND SEMESTER—1939-1940

Second Semester Begins	12 M., Wednesday, Jan. 24
Easter Recess Begins	12 M., Thurday, March 21
Easter Recess Ends	12 M., Tuesday, March 26
Classes End	12 M., Tuesday, May 22

COMMENCEMENT—1940

Alumni Day	Saturday, May 25
Baccalaureate	Sunday, May 26
Commencement	Monday, May 27

BOARD OF TRUSTEES

W. W. Beaman ---------- Troy
Mary V. Darrin ---------- Wellsboro
Walton Geiger ---------- Williamsport
George W. Hemminger ---------- Nicholson
Vine Hughes ---------- Tioga
Mary A. McInroy ---------- Middlebury, Harrisburg
J. B. Matthews ---------- Covington
Martin Stalford ---------- Wyalusing
Marion C. Stone ---------- Coudersport

OFFICERS OF THE BOARD

Mary A. McInroy ---------- Chairman
J. B. Matthews ---------- Vice-Chairman
Marion C. Stone ---------- Secretary

COLLEGE FACULTY

(With the exceptions of the President and the Deans, all names are arranged alphabetically)

JOSEPH F. NOONAN, President of the College; Pd. B., Pd. M., Millersville Teachers; Ph. B., Muhlenberg; A. M., Ph. D., New York.

ISAAC DOUGHTON, Dean of Instruction; A. B. Harvard; A. M., Ph. D., Pennsylvania.

MARIE G. ANDREWS, Dean of Women; B. S., Miami; A. M., Columbia; Harvard; Chicago; Western Reserve.

DOROTHY M. WASLEY, Assistant Dean of Women; A. B., Goucher; A. M., Columbia; New York.

PAUL J. STEELE, Dean of Men; B. S., Davidson; A. M., Ph. D., North Carolina; Ohio State.

CORA A. ATWATER, Instructor in Voice; Mus. B., Chicago Conservatory; Elmira; Cornell; New York; Private Study with George Morgan McKnight, Alfred Pusey-Keith, Helen Allen Hunt, Lida Low, Isidore Luckstone.

LEONARD K. BEYER, Instructor in Biology; B. S., Bethany; M. S., Cornell; Ithaca; Bucknell; Michigan State.

MARJORIE CADLE BROOKS, Instructor in Music Theory; B. S., New York, A. M., Eastman Conservatory; Lake Erie; Institute of Musical Art; American Conservatory, Fontainebleau, France; Southern California; Cornell; Cleveland; Westminster Choir School; Private Study with Edwin Arthur Kraft, James Quarles.

LILLIAN BUCKINGHAM, Instructor in Household Chemistry; B. S., Pennsylvania State; M. S., Cornell; Minnesota; California Teachers.

GEORGE W. CASS, Instructor in Social Studies; A. B., A. M., Dickinson; Harvard; Mansfield Teachers.

WILLIAM E. CASWELL, Instructor in Industrial Arts; B. S., Mansfield Teachers; A. M., Ohio State; Carnegie; Pennsylvania State.

IRVING T. CHATTERTON, Instructor in Oral Expression; B. S., A. M., Boston; Iowa; New York.

JOHN W. CURE, Instructor in English; Ph. B., Bucknell; Ed. M., Harvard; New York.

HELEN F. DIETSCHE, Institutional Nurse; R. N., Battle Creek.

JOHN H. DOANE, Instructor in Health Education; M. D., Medico-Chirurgical; Mansfield Teachers.

ALICE HORTON DOANE, Instructor in English and Latin; A. B., New York; Mansfield Teachers; Syracuse; Columbia; Chicago; Middlebury.

STELLA DOANE, Librarian; B. S., Mansfield Teachers; Pennsylvania State; Johns Hopkins; Middlebury; Drexel Institute library School; Carnegie Library School.

AILEEN C. ERICKSEN, Instructor in Clothing and Textiles; B. S., Utah; M. S., New York; California; Colorado Agricultural.

MARYON FARRER, Instructor in Foods and Nutrition; B. S., Simmons; A. M., Columbia; Mansfield Teachers; Cornell.

CHESTER A. FEIG, Instructor in Education; A. B., Alfred; A. M., Syracuse; Ed. D., Pennsylvania State; Harvard.

CHARLES S. GILBERT, Instructor in Social Science; B. S., Nebraska; A. M., Alabama; Kearney; Peru; Georgia.

EMMA A. GILLETTE, Instructor in English and German; A. B., Allegheny; A. M., Columbia; Chicago; Cleveland.

HERBERT GRANT, Instructor in Physics and Chemistry; B. S., M. S., Columbia; Mansfield Teachers; Cornell; Pennsylvania; Maryland; Pennsylvania State; Ohio State.

GERALD E. GREELEY, Instructor in Piano; A. B., Minnesota; Michigan; American Conservatory, Fontainbleau, France; Private Study with Carlyle Scott, George Fairclough, Richard Hageman, Jean Battala, Henri Libert, George Brinkman.

JESSIE GRIGSBY, Instructor in Arithmetic; B. S., A. M., New York; Mansfield Teachers; Wisconsin.

CLYDE W. GWINN, Instructor in Social Studies; A. B., York; A. M., Nebraska; Ph. D., Peabody; Marshall; Princeton.

EVELYN HALSTEAD, In-Service Improvement Assistant; B. S., Mansfield Teachers; A. M. Columbia; Colorado.

EMMETT A. HAZLEWOOD, Instructor in Mathematics; B. S., West Texas Teachers; A. M., Ph. D., Cornell.

GEORGE S. HOWARD, Instructor in Band and Band Instruments; A. B., Ohio Wesleyan; Mus. B., Mus. M., Chicago Conservatory; A. M., New York; Ithaca Conservatory; Private Study with Patrick Conway, Angel Delgado.

BERNARD MANDELKERN, Instructor in Orchestra and Violin; Mus. B., Ithaca Conservatory; B. S., Ithaca College; M. S., Pennsylvania; Private Study with Stefan Sopkin, Adolph Pick, Francis Macmillen, Ralph Berkowitz, Bernard Frank, Adolph Schmid.

HERBERT MANSER, Instructor in French and Education; B. S., A. M., Columbia; French University; Newark Teachers.

EUGENE H. MARTIN, Instructor in Physical Education for Men; B. S., West Chester Teachers; A. M., Columbia; Pennsylvania State; Gettysburg.

KIMBLE G. MARVIN, Instructor in Educational Biology; B. S., Lafayette; A. M., New York; Mansfield Teachers; Michigan; Bucknell.

MAY M. MATTSON, Instructor in Home Management; B. S., Cornell; M. S., Colorado; Columbia; Geneseo Teachers; Chicago.

ELIZABETH BROWN MORALES, Director of Home Economics Education; B. S., A. M., Columbia; Montclair Teachers; New Jersey College for Women; Minnesota.

JAMES G. MORGAN, Instructor in Education; Ph. B., Muhlenberg; A. M., Michigan; Kutztown Teachers; Pennsylvania State.

MARGARET R. MORRIS, Instructor in Physical Education for Women; A. B., Iowa State Teachers; A. M., New York.

MARJORIE S. MURPHEY, Instructor in Art; B. S., Edinboro Teachers; Ed. M., Pittsburgh; Pennsylvania State; Carnegie; Pratt.

MARGARET O'BRIEN, Instructor in English; A. B., Syracuse; A. M., McGill; Elmira; New York.

ELSIE R. PERKINS, Instructor in Voice and Piano; Mus. B., Chicago Musical College; Bloomsburg Teachers; Syracuse; Westminster Choir School; Private Study with Oscar Saenger, Lorean Hodapp, John Finley Williamson, Adolph Hansen, Charles Burnham, Walter Vaughn, Harold Bryson.

CLARISSA A. RANDALL, Instructor in Music Appreciation and Theory; B. S., A. M., New York; Allegheny; Ithaca; West Chester Teachers; Cornell; Christiansen Choral School; Private Study with Ward-Stephens, Mary Vale, Klara Rose Bowman, August Meinert.

GEORGE A. RETAN, Instructor in Methods of Teaching; Pd. M., Mansfield Teachers; Ph. D., New York.

BLANCHE R. ROSS, Instructor in Education; B. S., A. M., Columbia; Western State.

GRACE E. STEADMAN, Director of Music Education; Mus. B., Ohio Wesleyan; Cornell; Kearney; Cincinnati Conservatory; Private Study with William Shakespeare, Marie Van Zant, Orlis Snauffer, Kathryn Brown.

CYRIL L. STOUT, Instructor in Geography; B. S., Knox; Ph. M., Wisconsin; Ph. D., Minnesota; George Peabody; Western Illinois Teachers.

ELIZABETH MARSHALL SWAN, Instructor in English; A. B., Kentucky; A. M., Ph. D., Virginia; Oxford, England.

HAZEL VanANDEN, Instructor in Education; B. S., A. M., New York; Brockport; Columbia; Albany; Syracuse; Western Reserve.

LOREN A. WARREN, Instructor in Violin and Orchestra; A. B., Macalester Conservatory; M. S., Northwestern; McPhail School of Music; Institute of Musical Art; Private Study with Carlos Hasselbrink, George Dasch, Glenn Cliffe Bainum, George Kloss, Arne Oldberge.

MYRON E. WEBSTER, Instructor in Social Studies; LL. B., J. S. D., Cornell; Mansfield Teachers.

MARION WOLCOTT, Assistant Librarian and Instructor in Library Methods; B. S., M. S., Ohio State; B. S. in Library Science, Western Reserve; A. M., Chicago.

LABORATORY SCHOOLS FACULTY

GEORGE A. RETAN, Director of Laboratory Schools and Placement; Pd. M., Mansfield Teachers; Ph. D., New York.

Supervisors of Special Subjects

NELLIE M. ASHENFELTER, Supervisor of Music; B. S., New York; A. M., Temple.

WILLIAM S. CASWELL, Supervisor of Industrial Arts; B. S., Mansfield Teachers; A. M., Ohio State; Carnegie; Pennsylvania State.

LEAH HANCOCK, Supervisor of Home Economics; A. B., Illinois; A. M. Columbia; Chicago.

KIMBLE G. MARVIN, Supervisor of Physical Education for Boys; B. S., Lafayette; A. M., New York; Mansfield Teachers; Michigan; Bucknell.

MARGARET R. MORRIS, Supervisor of Physical Education for Girls; A. B., Iowa State Teachers; A. M., New York.

MARY M. PARK, Supervisor of Art; B. S., Indiana Teachers; A. M., Columbia.

Campus Elementary School

MILDRED L. GRIGSBY, Supervisor of Grade Six; B. A., Bucknell; A. M., Columbia; Mansfield Teachers; Elmira.

LORENE HABEGER, Supervisor of Grade Two; B. S., Kansas State; A. M., Columbia; Eastern State.

MARGARET HOPKINS, Supervisor of Grade One; B. E., National Education; Ed. M., Pittsburgh.

DOROTHY HUTCHINSON, Supervisor of Grade Four; B. S., M. S., Pennsylvania; Mansfield Teachers.

EDYTHA KEENEY, School and Community Nurse; R. N., Clifton Springs.

EDNA P. MARSH, Supervisor of Grade Three; B. S., A. M., Columbia; East Stroudsburg Teachers.

ELIZABETH STALFORD, Supervisor of Grade Five; B. S., Bucknell; A. M., Columbia; Mansfield Teachers.

HAZEL VanANDEN, Supervisor of Kindergarten; B. S., A. M., New York; Brockport; Columbia; Albany; Syracuse; Western Reserve.

Campus Junior High School

HUGH M. ALGER, Supervisor of Science; A. B., Yale; M. S., Temple; West Chester Teachers; Bucknell.

JESSIE GRIGSBY, Supervisor of Mathematics; B. S., A. M., New York; Mansfield Teachers; Wisconsin.

HERBERT MANSER, Supervisor of Foreign Languages; B. S., A. M., Columbia; French University; Newark.

CHARLES S. GILBERT, Supervisor of Social Studies; B. S., Nebraska; A. M., Alabama; Kearney; Peru; Georgia.

MARGARET O'BRIEN, Supervisor of English; A. B., Syracuse; A. M., McGill; Elmira; New York.

Mansfield Senior High School

WARREN L. MILLER, Principal of High School; B. S., Mansfield Teachers; M. S., Bucknell; Pennsylvania; Duke.

DONALD H. BENSON, Instructor in History and Mathematics; B. S., Mansfield Teachers; Pennsylvania State; Bucknell.

KENNETH BOYER, Instructor in Vocational Agriculture; B. S., Pennsylvania; Mansfield Teachers.

MARION GLECKLER, Instructor in English; B. S., Mansfield Teachers; B. L. I., Emerson; Pittsburgh.

DOROTHY GREEN, Instructor in English and Latin; B. S., Mansfield; Teachers; A. M., Columbia.

GLADYS S. MERRILL, Instructor in French and Library; B. S., Mansfield Teachers; Ed. M., Pennsylvania State; Western Reserve.

GRACE M. REIMARD, Cooperative Instructor in Home Economics; B. S., Pennsylvania State; A. M., Columbia; Colorado State.

GENEVIEVE SCHANBACHER, Instructor in English and Mathematics; B. S., Mansfield Teachers; Duke.

W. BENN WEEKS, Instructor in Science; B. S., Mansfield Teachers; Duke.

BUSINESS STAFF

JOSEPH F. NOONAN
President of the College

FREDERICK H. BAUER
Administrative Business Assistant to the President

CHARLES DARRIN
Director of Student Activities and Public Relations

EDNA L. HEWSON
Registrar

LILLIAN WESTCOTT McKINNEY
Dietitian

MARJORIE NEWELL
Business Assistant in the Book and Supply Store

CORA B. PIERCE
Secretary to the Administrative Business Assistant

LAURA C. REHBEIN
Bookkeeper

HUGH SEELYE
Superintendent of Grounds and Buildings

ROSS W. SOPER
Receiving Clerk

VICTORIA THIEMANN
Associate Revenue Agent

ALICE B. VOSS
Matron

ETHEL D. WEST
Secretary to the President

DOROTHY WHITNEY
Clerical Assistant and Bookkeeper

GROUNDS AND BUILDINGS

Mansfield State Teachers College is advantageously situated in the heart of Pennsylvania's North Tier, a region of fertile valleys and rolling foothills once known to an earlier people as "The Garden of the Six Nations". The campus, a plot of fifty acres, is attractively laid out with lawns and terraces, bordered with hedges, flower beds, and rock gardens and shaded with many varieties of trees and shrubs. Nearby is SMYTHE PARK, a tree-lined inclosure of thirty acres, where the athletic contests of the College are held.

In these pleasant surroundings are situated twenty or more buildings of Colonial architecture and brick and stone construction, all of which are commodious, modern, and fully equipped for the corporal, scholastic, and cultural welfare of their occupants. Taken as a group, these buildings constitute a physical set-up which is approached by few colleges in the country.

NORTH HALL is a combined women's dormitory and administration building, considered one of the finest college structures in the state. In it are located living quarters for women faculty members and students; the offices of the President, the deans, and the business staff; the College dining hall, kitchens, and bakery; reception and conference rooms; the Campus Book and Supply Store; and various assembly, recreation, and music-practice rooms. Many beautiful paintings, sculptures, and other art objects are to be found in this building.

SOUTH HALL, occupying the site of the original Mansfield Classical Seminary, is a combined men's dormitory and library building. In it are located living quarters for men faculty members and students; the office of the Dean of Men; and assembly, recreation, and music-practice rooms—together with the Library, which occupies the entire ground floor.

THE LIBRARY is composed of a large main reading room and an adjoining reference and reserve room. A circulating collection of 20,000 representative books and periodicals is housed in the former; general reference material and special groups of books designated by instructors, in the latter. With the exception of the reserve collection, all books are on open shelves and may be freely consulted by students. Under liberal regulations, all may be drawn from the Library.

THE INFIRMARY is a student health center, adequately set apart from the dormitories, containing the office of the Resident

Physician, the apartment of the Resident Nurse and rooms for the treatment of injury and illness. In connection with the Infirmary there are ISOLATION QUARTERS for the care of the contagiously sick.

A STATE HOSPITAL is located in Blossburg, nine miles from Mansfield, where, by special arrangement with the College, serious medical or surgical cases receive immediate attention at low cost.

ALUMNI HALL, with its traditional CLOCK TOWER, is an instruction and recitation building. One of the oldest structures on the campus, the building is distinguished not only for its academic usefulness, but also for its historical interest and significance. A large assembly room on the ground floor is convenient for group meetings and rehearsals.

THE NEW HOME ECONOMICS AND MUSIC EDUCATION BUILDING, one of the recent plant additions under the General State Authority, is a completely modern structure containing the latest and most progressive equipment in the specialized fields of Home Economics and Music Education. Classrooms, laboratories, rehearsal rooms, conference rooms, administrative quarters, and various special facilities make this building one of the finest of its kind to be found.

THE HOME MANAGEMENT APARTMENT, a section of the new Home Economics and Music Education structure, provides a model "home" situation, in which groups of Home Economics students with a resident instructor live and work together as part of the course in Home Management.

THE SCIENCE BUILDING affords space for chemical, physical and biological laboratories; a commodious lecture room; a dark room; and stock and supply rooms. Several of the Science instructors maintain offices in this structure.

STRAUGHN HALL is the College auditorium, regarded as one of the most handsome and completely-equipped edifices of its kind extant. Seating 1250 persons, with a huge stage, large dressing rooms, a spacious orchestra pit, complete sound-motion picture apparatus, and unexcelled scenic and lighting facilities, the structure is capable of furthering the most elaborate and exacting forms of theatrical endeavor. Installed in this building is a three-manual pipe organ of excellent construction and exquisite voicing. Situated here, also, are two of the music studios.

THE NEW GYMNASIUM, another unit of the recent building program, furnishes excellent facilities in the field of Physical Edu-

cation. Here, provisions have been made for a large double playing floor, with ample room for men's and women's sports to be carried on simultaneously; locker and shower rooms; offices for the directors of the department; and other facilities which contribute to a full Physical Education and athletic program. Also, provisions are being made to incorporate a modern swimming pool.

THE NEW CAMPUS ELEMENTARY SCHOOL, third of the recent additions under the General State Authority, provides a laboratory situation for prospective teachers of rural and elementary schools, grades one to six inclusive. In this modern building are to be found a full complement of well-equipped classrooms, with observation booths; special Music, Cultural Art, and Industrial Arts quarters; a large gymnasium-auditorium; departmental offices; and clinical facilities.

THE CAMPUS JUNIOR HIGH SCHOOL provides a similar set-up for the prospective teacher of grades seven, eight, and nine. Here are to be found classrooms; laboratories; a library; mechanical and printing shops, a gymnasium, departmental offices and other facilities.

THE MANSFIELD SENIOR HIGH SCHOOL, in cooperation with the College, provides further opportunities for student observation and teaching. Here, supplementary work in specialized fields is made possible through vocational Agriculture and Home Economics departments operated in accordance with the George-Deen vocational act.

THE Y. M. C. A. HUT is a bungalow which is devoted exclusively to the recreational and non-sectarian religious activities of the men. Contained herein are a large assembly and game room, provided with pool tables, a piano, a radio and facilities for lounging and reading; a smoking room; and a small room for special meetings. A large fire-place adds to the attractiveness and cozy restfulness of the place.

THE Y. W. C. A. ROOMS are furnished and utilized in accordance with the ideals of this organization. Here, a large assembly room provided with a piano, a radio, and other recreational facilities, together with a well-equipped kitchen, make possible many hours of pleasant relaxation and good-fellowship.

THE PRESIDENT'S HOME is an imposing residence which harmonizes admirably with the buildings of the College proper and which contributes much to the beauty and dignity of the campus as a whole.

INFORMATION FOR DORMITORY STUDENTS

ACCOMMODATIONS

Excellent dormitories for men and women are maintained by the College. All rooms are commodious, with outside view, tastefully decorated and furnished, and in every way planned to provide an environment which is cheerful, uplifting and truly "homelike." Each is intended to be occupied by two students.

MEN'S ROOMS

Men's rooms are furnished with study tables and lamps; straight and arm chairs; single beds, mattresses, and pillows; a dressing case; and a mirror. Each man is expected to provide four sheets, three pillowcases, two blankets, eight towels, six napkins, and all other essentials.

WOMEN'S ROOMS

Women's rooms are furnished with rugs; study tables and lamps; straight and rocking chairs; single beds, mattresses, and pillows; a dressing case; and a mirror. Each woman is expected to provide the same sorts and quantities of articles as is each man.

LAUNDRY FACILITIES

The Mansfield Laundry, a completely-modern plant with the most up-to-date equipment, takes care of the laundry work of all students residing in the College dormitories. Each is entitled to twelve pieces of plain laundry per week. In addition, special rooms are provided where students may do any extra washing or ironing which they may desire.

All items sent to the Mansfield Laundry must be marked with woven name tape, procurable at the Campus Book and Supply Store, at most department stores, or from J. & J. Cash, Inc., 66th Street, South Norwalk, Connecticut. This tape should be stitched beside the manufacturer's brand on shirts and underwear, or under the arm on more delicate lingerie.

WEARING APPAREL

The climate of Mansfield and the dormitory-centered life of the College are such that students have little use for either very lightweight or very heavy-weight clothing. Accordingly, medium weight, practicality, and simplicity should govern the selection of appropriate school garments. It is not necessary that expensive clothing be provided.

For men, the following are suggested as minimum needs: slacks and sweaters or jackets for class wear; one dark blue or black suit and one mixed-color suit for dress; at least three plain white shirts for dress; one light top coat for fall and spring and one heavy overcoat for winter; a bathrobe; sturdy school shoes, one pair of semi-dress shoes, one pair of black dress shoes, and bedroom slippers.

For women, the following are suggested: two sweaters and one skirt or one wool dress and two wash dresses for class wear; one "dress-up" dress and one long dress for social affairs; one plain, warm sports coat; a housecoat; sturdy school shoes with low heels, one pair of "dressy" slippers, and bedroom slippers.

GYMNASIUM ATTIRE

Students are advised against purchasing gymnasium attire prior to arrival on the campus, as such equipment is expected to follow an approved pattern and may be purchased at the Campus Book and Supply Store with convenience and small cost.

STUDENT LIFE AND ACTIVITIES

Stimulating and meaningful is student life at Mansfield State Teachers College, and many and varied are the attendant extra-curricular activities. Planned and pursued in accordance with principles of everyday work and play, the program offers unlimited opportunities for young men and women to give expression to interests, talents, and abilities and to gain socially-constructive training and experience.

ATHLETIC ACTIVITIES

Intercollegiate Athletics at Mansfield are maintained on the bases of non-professionalism and good sportsmanship. All are conducted in accordance with the strict rules and regulations of the Pennsylvania Conference of State Teachers Colleges. Included are football, basketball, wrestling, baseball, and tennis. Schedules are so arranged that approximately half of the games are played at home, affording the student body adequate opportunity to see the varsities in action. Every man is free to try out for a team and to receive instruction in the fundamentals of the game.

Intramural Athletics afford every man the opportunity to engage in a sport to his liking. Among the most popular are basketball, swimming, bowling, tennis, badminton, and horseshoes.

Women's Athletics, providing a similar opportunity for women, include basketball, swimming, tennis, hockey, bowling, and hiking.

The "M" Club is made up of men who have earned a varsity letter in one or more of the major sports. Its purposes are to encourage wholesome living and good sportsmanship and to stimulate interest in athletics.

The Women's Athletic Association aims to advance the cause of Physical Education and recreation. Its meetings are devoted to health, games, and sportsmanship.

DRAMATIC AND LITERARY ACTIVITIES

The Dramatic Club is the principal histrionic organization at Mansfield. Each year it performs publicly a three-act play and several groups of one-act plays. Admission is by application and tryout.

The Carontawan is the yearbook of the College, dedicated to the reflection and perpetuation of student life. Its staff is chosen largely from the senior class. Twenty-one editions of the Carontawan have

been published to date, several of which have been rated superior by the National Scholastic Press Association.

The Flashlight is the College newspaper, published regularly by a board selected from all classes and departments. The Flashlight touches student life at more points perhaps than does any other campus publication.

The Handbook is a compilation of information about the College and its life, published annually by the men's and women's student councils and dedicated primarily to the freshmen.

The Cadence, published quarterly by students in the Music Education Department, has been widely recognized and acclaimed. Featured in The Cadence are articles of lasting interest by authorities in the field of public school music.

The Emersonian Literary Society is concerned with moulding, developing, and harmonizing its members intellectually, both as personalities and as social beings. Its membership, which is co-educational, is determined according to applications from upperclassmen.

MUSIC ACTIVITIES

The Symphony Orchestra is maintained to study and play great musical works, thereby adding to the cultural opportunities of the College. Outstanding symphonies are produced in concert each year on the campus and on tour. The orchestra commencement concert is traditional.

The Symphonic Band acquaints the student with band literature, practical experience in rehearsal procedure, and standards for attainment in the field of instrumental music. It acquaints the student also with concert and broadcasting procedures and serves as a training laboratory for conducting out-of-town engagements and tours. Augmented, it offers experience in various field maneuvers.

The Mixed Chorus is made up of every member of the Music Education Department, together with students from outside the department. Voice blending and fine choral literature are studied, and at least one concert a year is presented. The aim of the chorus is to give every student a good background, so that he will be able to use discrimination in selecting his music when he goes out into the teaching field.

The Men's Chorus is made up of every male voice in the Music Education Department. Excellent results are achieved, and students become acquainted with a wealth of suitable material.

The Women's Chorus offers opportunities for acquaintance with musical literature for unchanged voices. It aims to teach the student the principles of choral interpretation through the study of a varied selection of choral compositions, both accompanied and a capella. It aims also to develop further the technique of the chorister by means of regular rehearsals and public appearances.

The Vested Choir is an organization of selected mixed voices, which studies sacred and secular musical literature. Emphasis is placed on intonation, interpretation, and routine activities essential to fine ensemble singing. Much of the music is unaccompanied.

The Red and Black Serenaders are the official student dance band which, under the sponsorship of the Music Education Department, plays an important part in the social and theatrical life of the College. The organization reflects the point of view that, since dance music is here to stay, it should be placed on as high a plane as possible.

The Music Supervisors' Club is composed of all instructors and students in the Music Education Department. The organization serves as a forum where the newest "tricks of the trade" are presented and discussed.

The College Opera is presented during the Commencement season by members of the Music Education Department. Almost all of the Gilbert and Sullivan works have been given, as well as "Blossom Time," "My Maryland," "The Student Prince," and other well-known operas. Attractive costuming and elaborate scenic and lighting effects are employed.

SOCIAL ACTIVITIES

Kappa Delta Pi is a national Education honor society which attempts to set up worthy scholastic and professional ideals and to recognize outstanding service in the field of teaching. Juniors and seniors having six semester hours of Education and ranking in the upper quartile of their class are eligible for membership.

Phi Sigma Pi is a national Education fraternity for men in teacher-training institutions. Its ideals are character, knowledge, and fellowship. Its personnel is limited to men of superior scholastic, professional, and social standing, who have spent at least one year at the College.

Sigma Zeta, a national Science honor society, restricted to upperclassmen, seeks to recognize ability and accomplishment in the various branches of Science. Meetings, field trips, and special projects make active membership in the organization pleasurable and worthwhile.

Pi Gamma Mu is a national Social Studies honor society for juniors and seniors of high academic rating. The organization seeks to inculcate demonstrable social ideals and a scholarly interest in the field with which it is concerned.

Omicron Gamma Pi is a local sorority for all women enrolled in the Home Economics Education Department. A member of the American Home Economics Association, the organization keeps in close touch with national activities in its field.

Phi Mu Alpha Sinfonia is a national Music fraternity for men of superior musical ability and scholastic, professional, and social standing. The organization is dedicated to the interests of "the manly musician and the musicianly man" and endeavors to draw such persons into its fellowship.

Lamba Mu is a local sorority for women enrolled in the Music Education Department. Character, personality, and scholarship determine its personnel. The organization aims to take into its sisterhood those who will promote music by lending their talents for public performances.

The Men's and Women's Student Councils serve as representative groups in planning the social activities of the College. Together, they form a link between the faculty and the student body, which facilitates the solution of mutual problems.

The Y. M. C. A., to which all men are welcome, attempts to develop the individual spiritually, morally, and socially. Inspiring programs, consisting of music and timely discussions, are conducted weekly in The "Y" Hut.

The Y. W. C. A., welcomes all women students into membership and operates for their welfare. The organization holds weekly devotions in The Y. W. C. A. Rooms, on which occasions suitable programs are provided.

The Gospel Team is a group of men who are ready to aid in Christian work at all times. The organization is active not only on

the campus, but also in the local churches and in those of neighboring communities.

The Rurban Club gives students an opportunity to participate in activities which stimulate an interest in rural community life. It helps prospective teachers to learn how to organize their programs, both in school and out, and engenders an enthusiasm for rural school teaching.

The Forum is a discussion group, organized for the purpose of gaining a better understanding of domestic and foreign affairs. Any student is eligible for membership who keeps sufficiently well-read to be able to take part in the informal monthly meetings.

The Art Club is an honor society for persons who attain an "A" grade in one semester of Art. It promotes an appreciation of the fine arts through the examination and creation of artistic things. Of particular interest and value are work meetings, which influence the development of individual talent.

The Latin Club aims to promote interest and efficiency in the teaching of Latin. Various programs and other club activities stress the influence of past civilizations on the political, social and religious world of today.

The French Club affords opportunities for students to hear and use the French language and to develop a knowledge of Gallic literature, art, music and customs. Two years of high school French or their equivalent are required for membership.

The Men's and Women's Day Student Clubs give students not living on the campus a chance to become better acquainted with the extra-curricular side of College life, and with each other, through social gatherings of various sorts.

ARTISTS COURSES

Two excellent artists courses are conducted by the College—an Assembly course, designed to complement the work of the classroom and to vary the student-participating activities of the semi-weekly assembly period, and an Auditorium course, intended to provide aesthetic and cultural experiences on the metropolitan level and to enrich the social life of the institution. Recognizing as they do the important place of the professional lecturer, musician, actor, dancer, and entertainer in a well-rounded educational program, these courses have been accorded national recognition and acclaim. All costs to students are covered by the Student Activities Fee.

SOUND-MOTION PICTURE SERIES

Supplementing the artists courses is an intensive Sound-Motion Picture Series, based on the finest products of the foremost studios. Planned not only for entertainment, but also for educational purposes, the program enjoys the endorsement and support of students, instructors, and the general public alike. Again, all costs to students are covered by the activities fee.

RADIO BROADCASTING

Radio Broadcasting, the educational values of which are increasingly evident throughout the country, receives particular attention at Mansfield. Originating in Straughn Hall and reaching listeners through the facilities of CBS station WESG (850 kilocycles), the College programs feature the 100-piece symphonic band, the symphony orchestra, and other student organizations of outstanding merit.

STUDENT HEALTH SERVICE

A modern, well equipped infirmary, with a resident physician and a resident nurse, is maintained by the College. Regularly the services of the physician and the nurse are rendered without special charge.

STUDENT TRANSPORTATION SERVICE

A fine motor bus capable of carrying twenty-five passengers is owned by the Mansfield Cooperative Government Association. It is used solely for the transportation of student organizations and groups on trips and tours of various sorts.

CAMPUS BOOK AND SUPPLY STORE

A book and supply store is operated on the campus by the Mansfield Cooperative Government Association. This store sells all educational texts and supplies needed by students, and any profit accrues to the Association for the furtherance of student social life.

SUMMARY OF REQUIREMENTS FOR ADMISSION TO STATE TEACHERS COLLEGES

1. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, as determined by the Credentials Division of the Department of Public Instruction, and a ranking in the upper half of the class at graduation. Candidates for admission who lack this second requirement at graduation will be required to present further evidence of fitness for admission, as prescribed in the detailed requirements for admission.

2. Integrity and appropriate personality, as indicated in an estimate by secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance, and sympathy.

3. Health, physical vigor, emotional stability, and absence of physical defects which would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college. Specific standards are set up in the detailed requirements for admission.

4. Normal intelligence and satisfactory command of English as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

DETAILED REQUIREMENTS FOR ADMISSION TO MANSFIELD STATE TEACHERS COLLEGE

1. Graduation from an approved four-year high school.
2. High school record and statement of ranking in class, whether upper half or lower half.
3. Character Rating.
4. Personnel Record.
5. Medical and Physical Record.
6. Personal Interview.
7. Aptitude Test.

The Aptitude Test is required only of those applicants who are rated in the lower half of their high school class. The dates of the test for those planning to enter in the fall of 1939 are Friday, July 14, and Tuesday, Sept. 12.

The necessary admission forms will be furnished by the College on request.

CURRICULA OFFERED AT MANSFIELD

1. The Four-Year Kindergarten-Primary Education Curriculum (Elementary) affords four years of pre-service training in Kindergarten-Primary Education and carries with it the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including the elementary subjects in grades seven and eight when organized on a secondary basis.

2. The Four-Year Intermediate Education Curriculum (Elementary) provides four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including the elementary subjects in grades seven and eight when organized on a secondary basis.

3. The Four-Year Rural Education Curriculum (Elementary) affords four years of pre-service training in Rural Education and carries with it the degree of Bachelor of Science in Education, entitling the holder to teach in all elementary grades, including the elementary subjects in grades seven and eight when organized on a secondary basis.

4. The Four-Year Home Economics Education Curriculum provides four years of pre-service training in the specialized field of Home Economics Education and carries with it the degree of Bachelor of Science in Home Economics Education, entitling the holder to teach and supervise Vocational Home Economics, and generally a secondary subject.

A special Home Economics Education bulletin will be sent by the College on request to persons interested.

5. The Four-Year Music Education Curriculum affords four years of pre-service training in the specialized field of Music Education and leads to the degree of Bachelor of Science in Public School Music, entitling the holder to teach and to supervise public school music, and generally a secondary subject.

A special Music Education bulletin will be sent by the College on request to persons interested.

6. The Four-Year Secondary Education Curriculum provides four years of pre-service training in Secondary Education and leads to the degree of Bachelor of Science in Education, entitling the holder to teach in Junior and Senior High Schools those subjects in which he has specialized, including grades seven and eight when organized on a secondary basis.

ELEMENTARY EDUCATION CURRICULUM

Arrangement by Semesters Subject to Modification For Administrative Purposes

B. S. in Education

First Semester	Clock Hours	Semester Hours
English I, including Library Science	4	3
Speech	3	3
Place and Purpose of Education in the Social Order	3	2
Biological Science I	4	3
Health Education I	4	2
Appreciation of Music	3	2
	21	15
Second Semester		
English II	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science II	4	3
Health Education II	4	2
Appreciation of Art	3	2
	21	17
Third Semester		
Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Electives	4	4
	17	16
Fourth Semester		
Literature II	3	3
Educational Psychology	3	3
Principles of Sociology, or Principles of Economics	2	2
Physical Science II	4	3
Electives	5	5
	17	16

Fifth Semester

	Clock Hours	Semester Hours
American Government	3	3
Teaching of Reading	3	3
Music I	4	2
Art I	4	2
Curriculum in Arithmetic	3	2
School Law	1	1
Electives	3	3
	21	16

Sixth Semester

Child Psychology	3	3
Teaching of English, including Handwriting	4	3
Music II	3	1½
Art II	3	1½
Teaching of Health	3	2
U. S. History to 1865	3	3
Electives	3	3
	22	17

Seventh Semester

Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Literature and Story Telling	3	3
Evolution of the American Public School	2	2
Philosophy of Education	2	2
Electives	3	3
	18	16

Eighth Semester

Student Teaching and Conferences	15	12
Curriculum Materials, Selection, and Adaptation	4	3
	19	15

Total—128 Semester Hours

ELECTIVES FOR KINDERGARTEN, GRADES 1, 2, and 3

(Group I)	Clock Hours	Semester Hours
Pre-School Child	2	2
Kindergarten-Primary Theory	2	2
United States History since 1865	3	3
Child Adjustment	3	3
Special Education	3	3
Diagnostic Courses in Reading	3	3
Parent Education	3	3
Handicrafts	4	2
Descriptive Astronomy	2	1

Courses in Speech, or equivalent approved courses

ELECTIVES FOR GRADES 4, 5, and 6

(Group II)		
Teaching of Arithmetic	3	3
Civic Education	3	3
United States History since 1865	3	3
Industrial Arts	4	2
Geography of Western Hemisphere	3	3
Geography of Eastern Hemisphere	3	3
Descriptive Astronomy	2	1

Courses in Speech, or other approved courses from other subject fields.

ELECTIVES FOR TEACHERS OF ONE-ROOM RURAL SCHOOLS

(Group III)		
Rural Sociology	3	3
Rural School Problems	2	2
Agriculture and Nature	3	2
Descriptive Astronomy	2	1

Any other electives approved for Groups I or II.

FREE ELECTIVE

Advanced Art Practices	3	3

ELECTIVES FOR STUDENTS LACKING THE STATE LIMITED CERTIFICATE

Second Year		
Teaching of Reading	3	3
Curriculum in Arithmetic	3	2
Teaching of English	4	3
Third Year		
Student Teaching	8	6
Children's Literature	3	3
Curriculum in Elementary Science	4	3
Curriculum Materials	4	3

HOME ECONOMICS EDUCATION CURRICULUM

Arrangement by Semesters Subject to Modification For Administrative Purposes

B. S. in Home Economics Education

Entrance Requirements

Graduation from a four-year high school or the equivalent, including both high school Chemistry and Physics. A student who has not had high school Chemistry or Physics may make up this deficiency in the Mansfield Senior High School, without being retarded in the course.

First Semester

	Clock Hours	Semester Hours
English I, including Library Science	4	3
Biology I (Physiology and Hygiene)	4	3
Clothing I	6	3
Inorganic Chemistry I	4	3
Principles of Design I	4	3
Physical Education I	3	1
	25	16

Second Semester

Home Management I	3	2
English II	3	3
Biology II (Bacteriology)	4	3
Inorganic Chemistry II	4	3
Principles of Design II	3	2
Foods I	7	3
	24	16

Third Semester

*Introduction to Teaching	3	3
Organic Chemistry	4	3
Foods II	5	3
Clothing II	6	3
Applied Design I	3	2
Home Care of the Sick	3	2
	24	16

* Same as Place and Purpose of Education in the Social Order (Ed. I).

Fourth Semester

	Clock Hours	Semester Hours
Psychology I	3	3
Biological Chemistry	4	3
Applied Design II	4	3
Clothing III	6	3
Physical Education II	3	1
Children's Literature	3	3
	23	16

Fifth Semester

School Lunch	5	3
General Student Teaching	5	3
General Home Economics Methods	3	3
Household Physics	4	3
Nutrition	4	3
Speech	2	2
	23	17

Sixth Semester

History of Civilization	3	3
Home Management II	3	3
Home Management III	9	3
Economics	3	3
Clothing IV	4	2
Literature II	3	3
	25	17

Seventh Semester

Vocational Home Economics Methods	2	2
Child Development	5	3
American Government	3	3
History and Philosophy of Education	4	4
Educational Sociology	3	3
Visual Education	1	1
	18	16

Eighth Semester	Clock Hours	Semester Hours
Vocational Student Teaching	9	5
*Technique of Teaching	2	2
Dramatic English	3	3
Clothing V	3	2
Family Relationships	2	2
	19	14

Total—129 Semester Hours

* Same as Curriculum Materials, Selection, and Adaptation (Ed. 28).

A special Home Economics Education bulletin will be sent by the College on request to persons interested.

MUSIC EDUCATION CURRICULUM

Arrangement by Semesters Subject to Modification For Administrative Purposes

B. S. in Public School Music

Entrance Requirements

The possession of an acceptable singing voice and a fairly quick sense of tone and rhythm.

Ability to sing hymn and folk tunes at sight, with a fair degree of facility and accuracy.

A general academic education, representing a four-year high school course or its equivalent, including the ability to speak and write the English language acceptably.

First Semester	Clock Hours	Semester Hours
English I, including Library Science	4	3
Place and Purpose of Education in the Social Order	3	2
Harmony I	3	3
Solfeggio I	3	2
Ear Training I	3	2
Health Education	2	1
Voice, Piano, Organ, Violin, Chorus, Orchestral, and Band Instruments	9	3
	27	16

Second Semester	Clock Hours	Semester Hours
English II	3	3
Speech	3	3
Harmony II	3	3
Solfeggio II	3	2
Ear Training II	3	2
Health Education	2	1
Voice, Piano, Organ, Violin, Chorus, Orchestral, and Band Instruments	9	3
	26	17

Third Semester		
Appreciation of Art	3	2
History of Civilization	4	4
Harmony III	2	2
Solfeggio III	3	2
Ear Training III	3	2
Eurythmics I	2	1
Voice, Piano, Organ, Violin, Chorus, Orchestral, and Band Instruments	9	3
	26	16

Fourth Semester		
Principles of Sociology	2	2
Literature, I or II	3	3
Harmony IV	2	2
Elements of Conducting	2	2
Methods and Materials I	4	3
Eurythmics II	2	1
Voice, Piano, Organ, Violin, Chorus, Orchestral, and Band Instruments	9	3
	24	16

Fifth Semester		
General Psychology	3	3
Advanced Choral Conducting	3	3
Harmony V	2	2
History and Appreciation of Music I	3	3
Methods and Materials II	4	3
Voice, Piano, Organ, Violin, Chorus, Orchestral, and Band Instruments	9	3
	24	17

Sixth Semester

	Clock Hours	Semester Hours
Educational Psychology	3	3
Harmony VI	2	2
Advanced Instrumental Conducting	3	3
History and Appreciation of Music II	3	3
Methods and Materials III	4	3
Voice, Piano, Organ, Violin, Chorus, Orchestral, and Band Instruments	6	2
	21	16

Seventh Semester

Physical Science	4	3
Student Teaching and Conferences	8	6
Electives	4	4
Voice, Piano, Organ, Violin, Chorus, Orchestral, and Band Instruments	6	2
	22	15

Eighth Semester

Educational Measurements	2	2
Student Teaching and Conferences	7	6
Electives	5	5
Voice, Piano, Organ, Violin, Chorus, Orchestral, and Band Instruments	6	2
	20	15

Total—128 Semester Hours

A special Music Education bulletin will be sent by the College on request to persons interested.

SECONDARY EDUCATION CURRICULUM

Arrangement by Semesters Subject to Modification For Administrative Purposes

B. S. in Education

First Semester

	Clock Hours	Semester Hours
English I, including Library Science	4	3
Speech	3	3
Biological Science I	4	3
Health Education I	4	2
Place and Purpose of Education in the Social Order	3	2
Appreciation of Music	3	2
	21	15

Second Semester

English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
Health Education II	4	2
History of Civilization	4	4
Appreciation of Art	3	2
	21	17

Third Semester

Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Electives	4	4
	17	16

Fourth Semester

Literature II	3	3
Principles of Sociology, or Principles of Economics	2	2
Educational Psychology	3	3
Physical Science II	4	3
Electives	5	5
	17	16

Fifth Semester

	Clock Hours	Semester Hours
American Government	3	3
Educational Measurements	2	2
School Law	1	1
Electives	10	10
	16	16

Sixth Semester

Adolescent Psychology	2	2
Problems of Junior-Senior High School	2	2
Electives	13	13
	17	17

Seventh Semester

Evolution of the American Public School	2	2
Guidance	2	2
Philosophy of Education	2	2
Visual Education	2	1
Electives	9	9
	17	16

Eighth Semester

Student Teaching and Conferences	15	12
Curriculum Materials and Adaptation	4	3
	19	15

Total—128 Semester Hours

Notes: (1) **The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.**

(2) **The electives in the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing.**

AREAS OF CONCENTRATION IN THE SECONDARY FIELD

(The Several Elective Fields)

Each prospective teacher enrolled in the Secondary Education Curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours.

As early as possible in the student's academic career, he must demonstrate competence in the fields chosen before permission can be granted to complete requirements for certification. All students enrolled before September, 1937, will be adjusted to the new curriculum as far and as rapidly as possible.

Pre-requisites for the Election of Areas of Concentration

1. To elect Science, a student must present one high school unit in Chemistry and one high school unit in Physics.
2. To elect Latin, a student must present three high school units in Latin.
3. To elect French, German, or Spanish, a student must present two high school units in the language elected.
4. To elect Mathematics, a student must present three high school units in Mathematics, of which Algebra and Plain Geometry must have been taken in the senior high school.

ENGLISH FIELD

Required: 18 semester hours

English I	3—3
English II	3—3
Literature I	3—3
Literature II	3—3
English Philology	3—3
Advanced Composition	3—3

Elective: 6 semester hours

Shakespeare	3—3
Short Story	3—3
Modern Novel	3—3
World Literature	3—3
Contemporary Poetry	2—2
Victorian Prose and Poetry	3—3
Journalism	2—2
Pre-Shakespearean Literature	2—2
Romantic Period	3—3
Essay	3—3
Modern Drama	2—2
19th Century Novel	3—3

FRENCH FIELD

Required: 18 semester hours
- Elementary French, I and II ---- 6—6
- 19th Century and Contemporary French Prose and Poetry ---- 6—6
- Outline Course in French Literature ---- 3—3
- 17th Century French History and Literature-Composition ---- 3—3

Elective: 6 semester hours
- French Novel ---- 3—3
- Romantic, and Realistic Movements in French Literature ---- 6—6
- French Novel ---- 3—3
- French Drama ---- 3—3

LATIN FIELD

Required: 18 semester hours
- Latin I, Ovid and Virgil 3—3
- Latin II, Livy ---- 3—3
- Latin III, Cicero and Tacitus ---- 3—3
- Latin IV, Horace ---- 3—3
- Latin V, Plautus and Terence ---- 3—3
- Latin VI, Roman Civilization ---- 3—3

GEOGRAPHY FIELD

Required: 18 semester hours
- Principles of Geography ---- 3—3
- Economic Geography ---- 3—3
- Geography of U. S. and Canada ---- 3—3
- Geography of Latin America ---- 3—3
- Geography of Europe ---- 3—3
- Geography of the Pacific Realm ---- 3—3

Elective: 6 semester hours
- Climatology and Meteorology ---- 3—3
- Physiography ---- 3—3
- Conservation of Natural Resources ---- 3—3
- Field Courses (to be approved) ---- 3—3
- Commercial and Industrial Geography ---- 3—3
- Trade and Transportation 3—3

MATHEMATICS FIELD

Required: 18 semester hours
- College Algebra ---------3—3
- College Trigonometry-----3—3
- Analytic Geometry ------3—3
- Calculus I ---------------3—3
- Calculus II ---------------3—3
- Statistics ---------------3—3

Elective: 6 semester hours
- College Algebra II -----3—3
- Synthetic Geometry -----3—3
- History of Mathematics--3—3
- Applied Mathematics -----3—3

SOCIAL STUDIES FIELD

Required: 18 semester hours
- History of Civilization--4—4
- Sociology, or Economics--2—2
- American Government ---3—3
- U. S. History to 1865 ----3—3
- Social and Industrial History of U. S. -------3—3
- Modern European History 3—3

Elective: 6 semester hours
- Early European History 3—3
- Principles of Economics 2—2
- Principles of Sociology---2—2
- Latin American History 3—3
- Comparative Government 3—3
- Origin of Social Institutions ----------3—3
- European History since the World War ------3—3
- History of England -----3—3
- U. S. History since 1865 3—3
- History of Far East -----3—3
- History of Pennsylvania 3—3
- History of Ethics -------3—3
- Renaissance and Reformation ----------3—3
- Industrial Relations -----3—3

SCIENCE FIELD

Required: 12 semester hours
- Biological Science, I and II ---------------8—6
- Physical Science, I and II ---------------8—6

Elective: 12 semester hours
- See Electives in Biological Science -----6—6
- See Electives in Physical Science -------6—6

BIOLOGICAL SCIENCE FIELD

Required: 12 semester hours

Botany, I and II	8	6
Zoology, I and II	8	6

Elective: 12 semester hours

Ecology	4	3
Advanced Biology	4	3
Advanced Zoology	4	3
Physiology	4	3
Bacteriology	4	3
Parasitology	4	3
Comparative Anatomy	4	3
Histology	4	3
Genetics	4	3
Embryology	4	3
Entomology	4	3
Advanced Nature Study	4	3

PHYSICAL SCIENCE FIELD

Required: 16 semester hours

General Inorganic Chemistry, I and II	12	8
General College Physics, I and II	12	8

Elective: 8 semester hours

Qualitative Analysis	4	3
Quantitative Analysis	4	3
Organic Chemistry	4	3
Physical Chemistry	4	3
Industrial Chemistry	4	3
Physiological Chemistry	4	3
Food Chemistry	4	3
Colloidal Chemistry	4	3
Descriptive Astronomy	4	3
Physiography	4	3
Geology	4	3
Mechanics	4	3
Heat	4	3
Magnetism and Electricity	4	3
Hydrostatics	4	3
Optics	4	3
Modern Physics	4	3
Sound	4	3
Physics Laboratory	4	3

COURSES OFFERED AT MANSFIELD

ART

A1—APPRECIATION OF ART aims to develop the knowledge and appreciation of art, so essential to every well-prepared teacher. The chief periods in the history of art become centers of study. Outstanding masterpieces of architecture, sculpture, painting, and the minor arts are studied in relation to modern life and art.

A2—ART I is designed to give experience in handling various media, such as paper, cardboard, thin wood, clay, soap, metal, and weaving and basketry materials. It stimulates response to graphic, plastic, and constructed forms, so that there will be recognition and enjoyment of Art. In addition, it prepares the prospective teacher to guide and instruct the child in his art expression.

A3—ART II aims to establish principles, to develop skills, and to give opportunities for creative expression and experience in handling the various media used in the public schools, such as pencil, crayon, water color, etc. It develops the necessary aesthetic judgments and techniques which enable the student to function successfully in realizing the aims of Art Education.

A4—HANDICRAFTS is designed to give experience in crayon-painting, stenciling, tie and spray-dyeing, block-printing, batiking, weaving, ceramics, leather and metal crafts, wood-carving, and mask-making. Emphasis is placed upon the importance of fine design in all successful craft work.

A5—INDUSTRIAL ARTS prepares teachers to use pertinent subject matter and materials in the intermediate grades and aims to give definite knowledge about industrial processes. It provides experience in advanced metal craft, wood-working, clay, cement, and papier-mache modeling, weaving, book-binding, printing, etc.

A6—PRINCIPLES OF DESIGN I is a foundation course, establishing elements and principles underlying all art. Historic and contemporary designs in their relation to personal, home, community, and world needs are studied. Experience is given in using design elements and principles, lettering, and color, to develop the thought "Fine art is fine arrangement".

A7—PRINCIPLES OF DESIGN II is the study of historic aspects of the arts of various countries—architecture, sculpture, painting, ornament, and crafts. Experience is given in block-printing, tie, and dyeing. Special attention is paid to the art products of Pennsylvania.

A8—APPLIED DESIGN I treats of costuming from its earliest beginnings to the present day, together with the application of ancient

principles of costume to modern dress. The human figure, irregularities of form, and methods of concealing such irregularities are studied. The principles of design and color involved are applied directly to the individual student and the personal clothing problem.

A9—APPLIED DESIGN II relates the principles of design to the interior and exterior decorating problems of the home. Emphasis is placed on the ability to select house plans and home furnishings. The principles are applied to batiking, hooking rugs, stenciling, and leather, metal, and parchment work.

A10—ADVANCED ART PRACTICES is designed to prepare the classroom teacher of the first six or eight grades, especially in small elementary or rural schools, for planning a practical working course in Art correlated and integrated with the other subjects of the curriculum. More specifically, it is intended to famaliarize the student with late developments in the teaching of Art paralleling recent trends in progressive education; to give him an appreciation of modern art practices and a background for constructive criticism; and to lead him to creative art and the effective handling of various art media.

CLOTHING

(Students provide their own materials subject to the approval of the instructor.)

C1—CLOTHING I includes the study of the problems of being a well-groomed individual through knowledge of clothing selection and construction and application of that knowledge. A textile study is made to aid in selection of materials, both personal and household. Personal accounts are stressed to interest students in money management as it applies to the individual's clothing problems.

C2—CLOTHING II covers the study of the individual factors influencing the design of clothing. The actual construction of clothing develops techniques, such as the fitting and the interpreting of commercial patterns sufficiently complicated for individual development.

C3—CLOTHING III aims to develop the ability to make clothing from one's own design. Fabrics which are difficult to handle are used for construction problems. The application of the principles of pattern-drafting and draping also is included. The construction problems are a draped afternoon or evening gown, a tailored suit or coat, and the renovation of some article in the wardrobe of the student.

C4—CLOTHING IV combines the study of buying problems, to develop within the individual better judgment in her buying activities, and the evaluation of the difficulties involved in making intelligent

selection of goods— that is, getting the best for the purpose with the least expenditure of time, energy, and money. Specific buying problems are solved by each student.

C5—CLOTHING V provides an opportunity for the senior student to review the principles involved in the ensemble, with special attention to the selection and care of hats, hose, and other accessories. The principles of clothing construction are reviewed through the actual making of children's garments. Illustrative material is selected and constructed with direct application to teaching problems. An appropriate project is completed by each student.

EDUCATION

ED1—PLACE AND PURPOSE OF EDUCATION IN THE SOCIAL ORDER, including School Visitation, is an introductory course, which aims to give the student a broad overview of public education. Major emphasis is laid on the function of the public school in a democratic society. The course guides students in an appreciative study of education as a professional career and deals with such questions as personal and academic qualifications, choice of group-curriculum, certification, professional ethics, etc.

ED2—GENERAL PSYCHOLOGY is a basic course, which emphasizes the meaning of psychology, its methodology, and its subject matter. It aims to acquaint the student with substantiated facts and principles and to develop in him, through laboratory practice, an appreciation of the scientific attitude and the methods involved.

ED3—EDUCATIONAL PSYCHOLOGY applies the principles of psychology to the process of desirable social personality development. It seeks to assist the student in appraising the learning process in the educand and in evaluating both curriculum and methods of instruction in terms of pupil development.

ED4—TEACHING OF READING affords the student an opportunity to study the various methods and materials used from early times to the present day; to consider the physical, mental, emotional, and social characteristics of children in learning to read; to modify classroom procedure; to promote library rather than textbook methods of study; and to become acquainted with the literature of the field.

ED5—CURRICULUM IN ARITHMETIC is a general survey course having to do with the curriculum for the primary grades. Each topic study is treated under the following headings: History and Development of Present Technique; Social Use and Extent of This Use; Mathematical Principles; Psychology and Experimentation; and Philosophy and Technique.

ED6—CHILD PSYCHOLOGY aims to acquaint students with the growth and nurture of children on the pre-school and elementary school levels. This is studied from the point of view of physical, mental, emotional, and social behavior, with particular emphasis on individual reactions to classroom situations.

ED7—TEACHING OF ENGLISH, including Handwriting, aims to give prospective teachers an understanding of the English needs of children in the elementary grades. It includes the development of techniques in the teaching of reading, literary appreciation, oral and written composition, and in penmanship. Also, practice is afforded in the analysis of English tests and their administration.

ED8—TEACHING OF HEALTH includes methods of instruction, use of materials, and employment of activities pertinent to school health. Its purpose is to develop in each growing child health consciousness and responsibility conducive to healthful living.

ED9—EDUCATIONAL MEASUREMENTS compares the traditional methods of testing and grading with the scientific methods now in use, supplemented with a limited study of standardized tests in various subjects. The special techniques for evaluating, interpreting, and applying testing results are emphasized and practiced.

ED10—CURRICULUM IN ELEMENTARY SCIENCE aims to acquaint students with objectives basic to the development of scientific concepts in the grades. Units of work are planned to promote a comprehension of simple natural phenomena and of local environment. The course seeks especially to emphasize principles governing the selection and organization of suitable teaching materials.

ED11—VISUAL EDUCATION stresses the use of field trips, movies, museums, pictures, maps, graphs, and other outside agencies to supplement and enrich the work of the school. Practical experience in the handling of Visual Education equipment and materials is provided.

ED12—EVOLUTION OF THE AMERICAN PUBLIC SCHOOL includes a study of as much of the history of the public school as appears necessary for a proper understanding of the major issues current in American public education. Emphasis is laid on recent social movements in the Western World, especially in the United States, which have influenced the development and extension of public schools. The history of public schools in Pennsylvania is given special prominence.

ED13—PHILOSOPHY OF EDUCATION develops the basic principles of contemporary public education against a background of historical facts and biological, psychological, and social theory. It deals with various aspects of public and private education and evaluates contemporary school philosophies by seeking an effective combination of theory and practice. The course advocates preparation for democracy by the practice of democracy in schools under the wise guidance of socially-minded teachers.

ED14—STUDENT-TEACHING AND CONFERENCES (Elementary) includes practice teaching under expert supervision in the Campus Elementary School. Special attention is paid to management and planning, the integration of the curricula, and responsibility for creating and developing units of work. The emphasis is on the application of educational theory.

ED15—CURRICULUM MATERIALS, SELECTION, AND ADAPTION (Elementary) is designed to acquaint student-teachers with the sources, organization, and advantages of various types of instructional materials. Principles which govern the suitability and organization of activity units are studied, together with the way in which these can be utilized within the state curriculum.

ED16—PRE-SCHOOL CHILD aims to familiarize the student with the physical, mental, emotional, and social development of the child from birth until he is of school age. The value of regular habits of eating, playing, and sleeping are stressed. The language, play, and manipulative experiences which modify the child's behavior are considered in connection with regular assignments at the Campus Nursery School.

ED17—KINDERGARTEN-PRIMARY THEORY deals with the basic principles of education in the kindergarten and the first three grades. It is a study of the child in his early school life, the school environment as it relates to his normal development and growth, and the techniques of teaching and guidance most effective in the management of young children.

ED18—CHILD ADJUSTMENT emphasizes pupil-adjustment through application of psychological and psychiatric principles. It presents the background of problem behavior through discussion and study of the influence on personality of mental deviation, physical deficiencies, sex conflicts, unfavorable home conditions, and other personal and environmental limitations.

ED19—SPECIAL EDUCATION acquaints students with the problems and methods involved in the adjustment and guidance of exceptional children in the schools. It gives attention to the diagnosis of and the educational provisions for the mentally gifted or retarded, the emotionally unstable, the delinquent, and the physically handicapped.

ED20—DIAGNOSTIC COURSE IN READING purposes to study the psychopathology involved in cases of reading disability. Visual, auditory, and kinesthetic approaches are explored and evaluated. Consideration is given, also, to the various psychological methods employed in a program of re-education.

ED21—PARENT EDUCATION guides prospective teachers in mastering the philosophy and techniques of effective parent-teacher relationships. Specific problems, where home and school cooperation are essential, are studied; and current methods in promoting intelligent and sympathetic parent-teacher relationships are evaluated.

ED22—TEACHING OF ARITHMETIC is an elective course for students interested in teaching Arithmetic in the intermediate grades. The aim of the course is to familiarize students with modern subject matter and instructional methods, the application of psychological principles of teaching, and present-day requirements for efficient citizenship.

ED23—CIVIC EDUCATION involves an analysis and study of the concepts which underlie American Democracy. Included is a study of the civic background a teacher should possess and of the ways in which the school environment can contribute to building up the outline of a course for the various grades.

ED24—RURAL SCHOOL PROBLEMS deals with population distribution in farm areas and other matters relating specifically to schools of the fourth-class districts. It takes up the problem of providing an adequate educational program for the one-teacher school, considers plans for the recreational welfare of rural children, and suggests practical ways by which teacher-pupil cooperation may be encouraged.

ED25—PROBLEMS OF JUNIOR AND SENIOR HIGH SCHOOL includes a study of the historical development of the secondary school as an integral part of democratic socialization. Attention is given to the aims and purposes of secondary education, its curricula, and the matter of articulation. Special consideration is given to the qualifications of secondary school teachers, the types of school buildings, the

development of attitudes on the part of the pupil, and the contributions which each element makes to an effective democracy.

ED26—ADOLESCENT PSYCHOLOGY deals with the intellectual, physical, emotional, and social changes which occur during adolescence. It describes adolescent nature, growth, and development, so as to facilitate both reliable prediction and suitable guidance of behavior during the secondary school period. Psychological principles are given practical illustration and application wherever possible.

ED27—STUDENT-TEACHING AND CONFERENCES (Secondary) directs the attention of the student-teacher to the theory which underlies good secondary school practice. Special observation of and participation in the actual work of teaching are provided under expert supervision.

ED28—CURRICULUM MATERIALS, SELECTION, AND ADAPTION (Secondary) is designed to acquaint student-teachers with the sources, organization, and advantages of various types of instructional materials. A study is made of the movement toward the integration of the high school curriculum. This course is closely tied up with teaching in the laboratory schools.

ED29—GENERAL HOME ECONOMICS METHODS stresses the classroom techniques which contribute to the successful planning of units of work and specific daily lessons. The content includes methods of teaching, together with recent developments for testing the results of instruction.

ED30—VOCATIONAL HOME ECONOMICS METHODS includes the construction of courses of study and the study of vocational legislation and the requirements of the state plan for vocational education.

ED31—GENERAL STUDENT-TEACHING (Home Economics) gives each student responsibility for a unit of work and at the same time for observation of the work done in other classes. Each student also has experience in teaching classes in Social Problems of the High School Boy.

ED32—VOCATIONAL STUDENT-TEACHING (Home Economics) is a practical course in which each student teaches and observes for six weeks in a vocational school near Mansfield under the direction of a local supervisor and the guidance of the Director of Home Economics Education.

ED33—METHODS AND MATERIALS I (Music) is based on the musical needs of the kindergarten and the primary grades. Included is a study of the range and care of the child voice, the value of

rhythmic work, and the treatment of non-singers, together with texts, records, and other instructional aids. Sight-reading is stressed in the second and third grades.

ED34—METHODS AND MATERIALS II (Music) continues the study of the child voice and its use in rote—and sight-reading. Creative work and music appreciation are emphasized. Two-part exercises, both oral and written, are followed by songs containing these problems, with three-part chording work as the final objective. Rural school work also is considered.

ED35—METHODS AND MATERIALS III (Music) takes up the problem of junior and senior high school music. Such matters as the content of general Music courses, the organization of orchestras, bands, and choruses, instrumental and vocal classes, standardized tests, and professional relationships are studied.

ED36—STUDENT-TEACHING AND CONFERENCES (Music) in the laboratory schools provides the student with opportunities to apply, in an actual teaching situation ,musical theories developed in the classroom. Experience in both primary and intermediate teaching is provided under careful supervision.

ED37—STUDENT-TEACHING AND CONFERENCES (Music) further introduces the student-teacher to the problems of vocal and instrumental music in the junior and senior high schools. Each is afforded opportunity to participate in the organization and direction of junior and senior high school orchestras, bands, choruses, and glee clubs.

ENGLISH

E1—ENGLISH I, including Library Science, stresses correctness of expression with a thorough review of functional grammar, punctuation, and spelling. The course also includes letter-writing, reading reports, and exercises in the use of the dictioinary. In its library aspect, it stresses not only sources of information, but also methods of work.

E2—SPEECH purposes to develop a pleasant and effective speaking voice, attractive bodily expression, and a sense of organized oral expression. Oral topics, speeches for occasions, conversation, parliamentary practices, and interpretative reading are the activities employed for practice of the principles studied.

E3—ENGLISH II aims to develop skill in effectiveness of expression, with special emphasis on choice of words, structure of sen-

tences, and organization of material. The course affords much practice in original composition based on the student's own experience, after the class has made a critical study of different types of composition and of various styles of writing.

E4—LITERATURE I (English) is a survey course, in which a study is made of great prose and poetry, beginning with the Anglo-Saxon heritage and ending with the Romantic Revival. It aims to show how the chronological development of literature has reflected the religious, economic, political, and social history of the British Isles.

E5—LITERATURE II (American) is designed not only to acquaint the student with the poetry and prose of this country's great writers, but also to show how these works, from the days of Benjamin Franklin to the present, have reflected the thought and life of the nation. Emphasis is placed on trends in style as well as on the function of literature as a mirror of social development.

E6—CHILDREN'S LITERATURE AND STORY-TELLING surveys children's literature and promotes the development of literary appreciation and discrimination. It is designed to provide the prospective teacher with the techniques incidental to a well-integrated program of creative reading on the elementary level.

E7—COURSES IN SPEECH deals with methods of interpretation and dramatization of children's literature. An adequate vocabulary, subject to the principles of organized oral expression, is considered as a promotive factor for reading and writing. The salient purpose of the course is the establishment of acceptable habits of speech on the elementary level.

E8—ENGLISH PHILOLOGY traces the development of the English language through the Old English, Middle English, and Modern English periods, with emphasis on the latter. It examines the origin and creation of words and contemporary pronunciation and spelling, and endeavors to arouse interest in intelligent word choice and use.

E9—ADVANCED COMPOSITION seeks to develop superior skill in writing and in teaching others to write. It endeavors to lead the student to finer appreciation and skills through an analysis of his reactions to his own writing and to that of others. Course discussions and exercises are dominated by the purpose of preparing better teachers of English for the secondary field.

E10—SHAKESPEARE is a study of the most popular comedies, tragedies, romances, and historical works of the playwright. While

the emphasis is on appreciation, one play of each type is given intensive treatment from the standpoints of plot, characterization, and language.

E11—SHORT STORY is a study of short narrative structure and its appreciation, with emphasis on elementary principles of setting, plot, characterization and style. Masterpieces of modern short story writers are studied.

E12—MODERN NOVEL is a study of contemporary fiction, which seeks to acquaint the student with modern trends in subject matter and style and to develop in him powers of discrimination. While comparison of eighteenth and nineteenth century novels is made, the principal emphasis is placed on twentieth century works.

E13—WORLD LITERATURE aims to acquaint students with foreign literatures which have strongly influenced English and American life and letters. Selected passages in transalation are read from the more important classics in Hebrew, Greek, Roman, Italian, French, Spanish, and German literatures. Their literary and cultural influence on the English-speaking world are studied, as well as their value to their own times and peoples.

E14—CONTEMPORARY POETRY is primarily a study of twentieth century poetry. While a brief survey of Victorian poetry is made, the poetry being written today in England, Ireland, and America receives the major emphasis. Though the principal concern is with appreciation, some attention is given to forms and technique.

E15—VICTORIAN PROSE AND POETRY aims to acquaint the student with the great writers of the Victorian era. It also endeavors to familiarize him with the relationship of these writers to their time and to the present day.

E16—JOURNALISM is a practical course, closely integrated with the publishing of the College newspaper. The fundamentals of the subject are presented in the classroom, and investigation and observation are carried on in nearby publishing houses.

E17—PRE-SHAKESPEAREAN LITERATURE aims to introduce students to the chief English writers before 1600, with some consideration of their place in the literary and cultural life of their times. Major attention is given to Chaucer and his work with special practice in reading the original Middle English of the period.

E18—ROMANTIC PERIOD sets forth the important part played by European writers of prose and poetry in that great humanitarian

movement known as the Romantic Revival. The writers of the period are presented ot the student as reflecting and likewise stimulating a social upheaval.

E19—ESSAY includes a brief study of the form and development of the essay. Representative English and American essays, from the seventeenth century to the present time, are read and analyzed. Particular stress is placed upon the essay as an instrument of propaganda and reform, as well as a work of art and philosophical thought.

E20—MODERN DRAMA is designed to acquaint the student with the contributions of representative contemporary dramatists. Attention is given to experiments in technique and style which have been made in an attempt to express new subject-matter and new points of view. English, music, and art are considered as correlated forms of expression.

E21—NINETEENTH CENTURY NOVEL introduces the student to the chief Victorian novelists. Extensive readings from the works of Dickens, Thackeray, etal., prove these novels to be mirrors of a past century.

E22—DRAMATIC ENGLISH is designed to acquaint the student with the development of the drama from Aeschylus to O'Neill. English, music, and art are regarded as correlated forms of expression. Attention is given to the basic principles of dramatic production.

FRENCH

F1—ELEMENTARY FRENCH I aims to impart to the student the fundamentals of French vocabulary, pronunciation, and grammar. It seeks to aid the student in acquiring increased knowledge of English vocabulary and grammar and of the relationship between English and French.

F2—ELEMENTARY FRENCH II aims to perfect the student's pronunciation and grammar through varied oral exercises. It seeks to develop skill in oral and written composition growing out of discussions and readings pertaining to French life and customs.

F3—NINETEENTH CENTURY FRENCH PROSE AND POETRY aims to acquaint the student with the development of the literature of the period following the Franco-Prussian War. It includes a thorough review of the rules of pronunciation and grammar through the reading of representative works.

F4—CONTEMPORARY FRENCH PROSE AND POETRY aims to acquaint the student with the literary movements and productions of the period following the World War and further to correct pronunciation and grammar. It also seeks to endow the prospective teacher with the practical and cultural values underlying the teaching of French.

F5—OUTLINE COURSE IN FRENCH LITERATURE aims to trace the origin and development of the French language and literature from the time of the Roman Conquest. It emphasizes the literary productions of the Renaissance and the evolution of the subsequent philosophical and scientific movements which culminated in the French Revolution. It also provides instruction in composition and problems of method.

F6—SEVENTEENTH CENTURY FRENCH HISTORY AND LITERATURE COMPOSITION aims to acquaint the student with the content and form of the literature of the Classical Age. It traces the growth of tragedy and comedy and includes the intensive study of at least one play by Corneille, Racine, or Moliere.

F7—ROMANTIC MOVEMENTS IN FRENCH LITERATURE aims to develop appreciation of the general character and significance of the Romantic School through the reading of representative selections from the great writers of the time. In addition, it emphasizes collateral reading on the historical and social aspects of the period.

F8—REALISTIC MOVEMENTS IN FRENCH LITERATURE seeks to trace the growth of Realism as a protest against the decadent period of Romanticism. It aims to familiarize the student with the style of various authors of the time and stresses extensive collateral readings on the economic and social changes of the period.

F9—FRENCH NOVEL aims to trace the development of this literary form from its inception during the seventeenth century to its perfection in the nineteenth century. It correlates the growth of the novel with the changes in various economic, political, and social institutions, and includes an intensive study of two or more great novels.

F10—FRENCH DRAMA seeks to acquaint the student with the evolution of the drama from its origin in religious ceremonials to its nineteenth century form in the comedy of manners. It points out the relationship between the structure of the drama of different periods and the organization of French society, and includes an intensive study of two or more modern dramas.

GEOGRAPHY

G1—PRINCIPLES OF GEOGRAPHY gives the student a foundation for understanding the major elements of the natural environment. It takes up such basic factors as land and water forms, climate, minerals, etc. In the analysis of how man utilizes these factors, a geographic vocabulary is built up, and map-making and other geographic tools are learned.

G2—ECONOMIC GEOGRAPHY introduces the classes of activities by which men in various work regions adjust themselves to the environmental complex and the inter-regional relationships involved in the exchange of commodities. Factors which tend to defeat such adjustments also are given some attention.

G3—GEOGRAPHY OF WESTERN HEMISPHERE is a study of the major regions of North and South America from the viewpoint of relationships between life items, features, and activities and the conditions and factors of the natural environment. Attention is given to organization of geographic units and to presentation of geographic information.

G4—GEOGRAPHY OF EASTERN HEMISPHERE is a study of the natural, economic, and political regions of the Eastern Hemisphere. Emphasis is laid on the interrelations of people and on the study of at least two political units of Europe.

G5—GEOGRAPHY OF UNITED STATES AND CANADA analyzes these two areas in order to develop the geographic elements of their various regions and to establish their geographic relations in respect to other areas. Emphasis is placed on scientific observation, field work, and the use of topographic maps.

G6—GEOGRAPHY OF LATIN AMERICA includes material relating to all those parts of the Western Hemisphere which lie south of the United States. An attempt is made to show how the various groups of Latin Americans have adjusted themselves to their natural environment and how possible readjustments might be made to realize the potential wealth of this area.

G7—GEOGRAPHY OF EUROPE interprets geographically the natural economic and political regions of Europe and related outlying areas. A study of population and work patterns and the securing of current data and the proving of its worth help the student to acquire skills useful from the standpoint of teaching in the secondary school.

G8—GEOGRAPHY OF PACIFIC REALM aims to acquaint the student with the natural features and human activities of the areas constituting this realm. Parts of Asia and Africa, though not strictly of the Pacific Realm, are studied in connection with this course.

G9—PHYSIOGRAPHY presents studies of the dynamic physical forces which have shaped the earth into its present form. The construction and interpretation of map projections and topographic and geologic representations are an important part of this course.

G10—CLIMATOLOGY AND METEOROLOGY consists of a study of the air and the different climatic regions of the earth. The use of instruments, together with daily and cumulative weather records, is made the basis for an understanding of weather prediction.

G11—CONSERVATION OF NATURAL RESOURCES is an elective course dealing with the location, preservation, and utilization of natural resources. Such topics as flood control, soil conservation, forestry, and protection of wild life are studied.

G12—FIELD COURSES embrace three units of work. The first unit emphasizes the location, physical features, and land utilization of the local area. The second stresses these aspects in a projected trip to the Wyalusing rocks and New York City, by way of the Delaware Water Gap. The third emphasizes these factors in a trip through the Shenandoah Valley, the waterways of Central New York State, or the Lake Erie country.

G13—COMMERCIAL AND INDUSTRIAL GEOGRAPHY emphasizes the geographical factors involved in the production of those commodities most essential to man. Items necessary for food, shelter, and clothing, their exchange, and the problems arising from that exchange are discussed. Location and growth of cities as a result of marketing are studied.

G14—TRADE AND TRANSPORTATION deals with the growth of cities as centers of industrial areas and considers all the factors involved in the exchange of goods. It treats of land and ocean transportation routes and carriers, noting the principles underlying the balance of trade.

HEALTH EDUCATION

H1—HEALTH EDUCATION I, including Physical Education and Personal Hygiene, in its classroom aspect, emphasizes

the fundamentals of anatomy and physiology in their relationship to personal health. In its gymnasium aspect, the course stresses enjoyable forms of physical activity, with special attention to posture and corrective exercises.

H2—HEALTH EDUCATION II, including Physical Education and Personal Hygiene, on the classroom side, emphasizes preventive medicine through the media of child health examination and the practice of contagious disease control. On the gymnasium side, the course stresses the importance and value of physical activities and the development of individual techniques and skills.

HOME MANAGEMENT

HM1—HOME MANAGEMENT I treats of the principles involved in the selection, use, and care of household equipment. It includes housekeeping time studies, kitchen and storage space plans, and all the processes employed in the care of the house, such as cleaning, laundering, and eradicating household pests.

HM2—HOME MANAGEMENT II deals with personal and family financial problems. It includes a study of incomes, budgets, simple accounts, real estate problems, banking problems, advertising and legal contracts of the family.

HM3—HOME MANAGEMENT III consists of several weeks' stay in the Home Management Apartment in company with a resident instructor. Here, all the activities of a normal family in its own home are performed by the students. In this course, the students are expected to put into actual practice the principles learned in all Home Economics subject matter courses.

HM4—HOME CARE OF THE SICK aims to give a more intelligent understanding of the part the home plays in the maintenance of positive personal health. Work is given in emergency and first aid treatments and in the handling of minor illnesses in the home. Nearby hospitals are visited for observation purposes.

HM5—FAMILY RELATIONSHIPS offers each student an opportunity to study home situations and discuss personal problems. While certain background information in connection with the history

of the family is studied, the principal emphasis is placed on the lives of children in the intimate environment of the home.

HM6—CHILD DEVELOPMENT treats of the mental and physical development of the young child from the pre-natal stage until he is of school age. Units include the care of the mother and of the baby when he arrives, the care of the baby up to the age of one year, and attention to the mental development of the young child as shown by his powers of attention and manipulation on various levels.

LATIN

L1—OVID AND VIRGIL is designed to bridge the gap between high school and college Latin by the use of material similar to that used in the fourth year of high school Latin. Selections from Ovid's Metamorphoses and from Virgil's Eclogues and Bucolics are studied, with special emphasis on Greek and Roman mythology, poetical usages, and life in the classical world. In connection with the course, thorough drill is given in Latin forms, construction, and figures of speech.

L2—LIVY is a study of Latin prose based on Books I, XXI, and XXII of this author. Included is a review of prose construction, together with a study of new constructions, especially those peculiar to Livy. Class discussion is centered around such topics as the historical value of legendary material and the comparison of Livy's historical method with that of other historians.

L3—CICERO AND TACITUS includes a study of Cicero's De Senectute and De Amicitia and of selections chosen from Tacitus's Germania and Agricola. Both units of work should give abundant opportunity for enriching the student's experience with different types of Latin literature.

L4—HORACE aims to foster an appreciation of Latin lyrical poetry through a study of Horace's Odes. Topics stressed are Horace's philosophy of life, the social and political life of the Augustan Age, and the chief lyrical meters employed.

L5—PLAUTUS AND TERENCE concerns itself with the development of Roman drama and the translation of one play each of these dramatists. The two will be contrasted not only as to point of view and literary style, but also as to the different groups for which they wrote.

L6—ROMAN CIVILIZATION is designed to provide the prospective Latin teacher with an opportunity to review the texts which he must use and to round out the cultural background necessary for successful Latin teaching. In this connection, the student is required to organize the instructional materials acquired through his previous study of the classics.

MATHEMATICS

MA1—COLLEGE ALGEBRA aims to give a comprehensive review of elementary Algebra and to present such new topics as are requisite for more advanced work in Mathematics. Another objective is to foster continued practice in accuracy and conciseness of mathematical expression.

MA2—COLLEGE TRIGONOMETRY seeks to develop the principles underlying plane triangles and to make these significant through the solution of a wide range of practical problems. The course includes a thorough review of logarithms and a careful treatment of correlated exercises in Arithmetic, Algebra, and Geometry.

MA3—ANALYTIC GEOMETRY explores new domains in special relationships through algebraic cymbolization. Definite formulas are interpreted by means of rectilinear and polar coordinates, and technical proficiency is given constant exercise in solving problems garnered from life.

MA4—CALCULUS I. A study of the Calculus constitutes a sort of intellectual adventure. It is the purpose of this course to make this adventure serviceable. To this end, the explanations are detailed and complete; and in the solving of numerous type problems certain significant principles appear again and again.

MA5—CALCULUS II reaches up to the higher levels of mathematical thinking and is essential to any student entering the fields of mathematics and engineering. Called for are the solving of certain illustrative problems, which are thoroughly analyzed and made to contribute to an understanding of the principles involved.

MA6—STATISTICS aims to acquaint the student with the common graphical methods used in statistical studies covering many fields of human activity. After mastering the mathematics involved, the student is given extended practice in fitting empirical facts to appropriate charts or graphs.

MA7—COLLEGE ALGEBRA II is designed for students desiring to major in mathematics. It is based on the idea that fundamental

concepts and techniques in mathematics cannot be mastered my mere exposure of imitative manipulation but requires real understanding and much independent practice.

MA8—SYNTHETIC GEOMETRY aims to teach students to grasp geometrical concepts through the process of rigid deductive reasoning. After a review of essential axioms and definitions, the student is given practice in the formal demonstration of certain representative theorems.

MA9—HISTORY OF MATHEMATICS aims to give to the prospective teacher of the subject a larger view of the beginnings and developments of mathematical thinking. The course deals with the lives and the contributions of the great mathematicians of history and traces the development of the number concept from primitive days to the present.

MA10—APPLIED MATHEMATICS is a method course, in which subjects of Arithmetic, Algebra, Geometry, and Trigonometry are considered from the standpoints of essential subject matter and related educational principles. Each student is required to demonstrate his teaching ability by presenting type lessons, explaining troublesome problems, and administering sample tests.

MUSIC

M1—ELEMENTS OF CONDUCTING deals with the mechanics of baton technique. The resultant knowledge is applied to the different metric problems in easy hymns and folk songs, with special attention to the use of the left hand and problems of expression.

M2—ADVANCED CHORAL CONDUCTING gives the student a chance to direct choruses from the great oratorios, particularly those which are contrapuntal in form. The successful completion of this course should make participants conversant with good choral literature and the organization of choruses of all types.

M3—ADVANCED INSTRUMENTAL CONDUCTING aims to apply the principles of conducting to practical situations. The student is given the opportunity of rehearsing and conducting full symphonic groups, as well as smaller ensembles and individual sections of instruments. Instrumentation and scoring, program-arranging, library technique, and means for band and orchestra betterment are discussed in weekly seminars.

M4—EAR TRAINING I leads the student to recognize, visualize, and sing simple melodies in all keys, both major and minor. The growth of his ability along this line is constantly tested by having him write from dictation.

M5—EAR TRAINING II makes use of more complicated melodies, with much time being devoted to training the student to hear and write accurately two-part, or two-voiced, melodies. This leads him easily and naturally into harmonic dictation.

M6—EAR TRAINING III aims to develop facility in the aural recognition of various qualities of triads and seventh chords and such diatonic and simple chromatic harmonic progressions as occur in the common hymn tune, folk tune, and small instrumental piece. By emphasis on hearing the bass voice, it tends to develop a sensitivity to the effect of inversions.

M7—EURYTHMICS I provides experience with the fundamentals of musical rhythm and their bases in bodily movement. It is designed to develop posture, relaxation, and balance, as well as to enrich individual expression in music through attention to rhythm, nuance, and the bodily interpretation of musical structure.

M8—EURYTHMICS II is a continuation of Eurythmics I, demanding the development of greater skill in muscular response to musical rhythm. Special emphasis is placed on individual and creative expression.

M9—HARMONY I aims to give the student a thorough understanding of the structure of intervals, scales, triads, and the dominant seventh and ninth chords and the use of key-signatures. It seeks to develop, through analysis and experimentation at the keyboard, the composition and harmonization of simple melodies; a feeling for key and mode; and an understanding of the functions of primary harmonies, inversions, and non-chordal tones in their relationship to phrase and cadence.

M10—HARMONY II includes a study of the secondary harmonies, both triads and seventh chords, simple chromatic alterations, and methods of modulation to nearly-related keys. It seeks to develop further the technique of the student in the composition and harmonization of melodies, with and without words.

M11—HARMONY III continues the study of modulation to nearly-related and distant keys by means of the diminished seventh chord, common chord, and common tone. It also includes a study of

chromatic alterations and their resulting qualities of harmonies in key. These studies are concluded through analysis, keyboard assignments, harmonization of melodies, and the composition of original illustrations.

M12—HARMONY IV has as its purpose the application to the piano keyboard of the harmonic principles and vocabulary acquired in Harmony I, II, and III. Its procedure includes harmonization of melodies at the keyboard, improvisation of accompaniments, playing at dictation, and transposition.

M13—HARMONY V consists of a study of musical form as illustrated in the works of the Classic and Romantic schools. Emphasis is placed on the relationship of patterns and structure in music to the artistic principles of unity and contrast. Included are study and analysis of all the homophonic forms, from the phrase through the rondo, and the sonatina and sonata-allegro forms.

M14—HARMONY VI offers opportunity for musical composition in the smaller forms. It aims to develop in each student a feeling for form and a technique for writing and arranging music for voices, the keyboard instruments, or small groups of instruments. It also includes a review of the harmonic material and the principles of form studied in preceding courses.

M15—HISTORY AND APPRECIATION OF MUSIC I is a study of the elements, forms and styles of music and of musical instruments from primitive times through the eighteenth century. It attempts to show the relationship of music to the other arts and to social conditions.

M16—HISTORY AND APPRECIATION OF MUSIC II continues the study of the various phases of music from the latter part of the eighteenth century to the present. It attempts to develop further a sensitivity to style, as illustrated in the various periods of music history.

M17-M24—PRIVATE STUDY, arranged in accordance with individual needs, is offered in voice, piano, violin, organ, and all band and orchestra instruments. This is required work for all students in the Music Education Department, as the result of which these students are qualified to offer instruction themselves and to conduct bands and orchestras on graduation. Students in other departments also may avail themselves of such study by special arrangement.

In addition, Class Study is provided in voice and piano, enabling students not only to develop skills of their own, but also to observe the development of skills in others and to familiarize themselves with the special technique of teaching involved.

M25—SOLFEGGIO I aims to develop facility in singing at sight and the ability to sing with good intonation. It includes diatonic skips and scale-wise progressions; minor mode; chromatic tones; two-, three-, and four-quarter measure; two tones to the beat; and the dotted beat note. Emphasis is placed on phrase-wise thinking and on the elements of form.

M26—SOLFEGGIO II aims to increase the sensitivity of the student to correct intonation and his ability to sing a secondary part. It includes two- and three-part singing; six-eighth and nine-eighth, two-half and three-half measure; three and four tones to the beat and their various combinations; and the melodic minor scale.

M27—SOLFEGGIO III aims to develop greater facility in the tonal and rhythmic problems already presented and additional mastery of the problems of part-singing. The new rhythmic problem is that of two and four tones against three and their various combinations.

M28—MUSIC I aims to acquaint the student with materials to be used in the first four grades of the public school. The student learns to read music, to interpret songs, and to apply elementary theory. Special attention is given to the study of the child voice.

M29—MUSIC II is a continuation of Music I, affording additional opportunities for the application of skills developed in the earlier course. Assigned observation lessons in the laboratory schools are presented by experienced teachers. Interpretative rhythms and creative music are given due consideration.

M30—APPRECIATION OF MUSIC is organized on a unit basis and is devoted to the study of various types of musical expression. Classroom discussion is supplemented by correlated library work and the use of recorded music. As each unit is developed, it is related to its artistic, political, and social background.

M31—ADVANCED MUSIC APPRECIATION is designed particularly to carry on the study of music by means of fine recordings, both domestic and imported, of the more advanced classic and modern compositions.

SCIENCE

S1—BIOLOGICAL SCIENCE I is an introductory course intended to serve as a foundation for later studies in Psychology, Sociology, and Education, as well as for advanced work in the biological field. It is concerned with the facts and principles which underlie the phenomena of life, both plant and animal, and with the kinds and relationships of living organisms.

S2—BIOLOGICAL SCIENCE II is concerned largely with a study of the organ systems and physiological processes of the vertebrates, with special emphasis on man. Heredity and the development of the individual are given considerable attention; while other topics, such as geographical distribution, adaptation, and ecological relationships are briefly considered.

S3—PHYSICAL SCIENCE I is an introduction to the fundamental principles of Mathematical Geography, Earth History, Geology, Minerology, and Astronomy, with particular attention to the importance of understanding the contribution of these sciences to the world in which we live.

S4—PHYSICAL SCIENCE II is a study of some of the minerals of economic use to mankind, leading into a study of the ways in which man is mastering his material world, through an ever-increasing understanding of its nature. Physical and chemical principles are considered in this connection.

S5—ASTRONOMY gives the student an understanding of the earth's place in the solar system. A study of the instruments of Astronomy is combined with observations with the telescope, the spectroscope, and the sextant, and with a description of the planetarium and its projector.

S6—AGRICULTURE AND NATURE STUDY is designed primarily for students planning to teach in the elementary schools. It provides an introduction to wild life, including common wild flowers, trees, animals, and birds. Methods of teaching the subject, including the selection of materials, the use of aquaria and terraria, and the keeping of animal pets, are constantly developed.

S7—ADVANCED BOTANY I gives to the student an understanding of the structures and life processes of seed plants. Included is a detailed study of the gross anatomy, as well as the microscopic structure of all the plant organs.

S8—ADVANCED BOTANY II is concerned chiefly with a study of the principal groups of plants, beginning with the Algae and Fungi. Plant relationships and classification are stressed, and an effort is made to give the student a view of the plant kingdom as a whole and the ability to locate plants in their proper places.

S9—ADVANCED ZOOLOGY I is concerned mainly with a study of the life processes of animals and the structures and organs concerned in these processes. While frequent reference is made to lower forms, the emphasis is on the chordates—particularly the higher groups.

S10—ADVANCED ZOOLOGY II attempts to provide a general view of the animal kingdom, including relationships and classification of animals. Attention is given to all the main groups, and examples of most of them are studied in the laboratory. Collection, identification, and preservation of local forms for use in teaching are included in the course.

S11—PHYSIOLOGY has as its objective a thorough understanding of the physiological processes of the higher animals. Comparisons are made throughout the entire vertebrate group, with frequent reference to the invertebrates for physiological antecedants. While the emphasis is on function, considerable attention is given to structure.

S12—BACTERIOLOGY is designed to give a broad survey of bacteria and related fungi. It includes the morphology, physiology, and classification of the bacteria; the laboratory culture of microorganisms; general bacteriological techniques; the bacteriology of soil, air, water, and foods; and the principles of disease and immunity.

S13—COMPARATIVE ANATOMY strives to give a more thorough acquaintance with the comparative anatomy of the vertebrate series. Dissection is made of the cat, and, when time permits, of a lower vertebrate also. The functional importance of the structures studied is emphasized.

S14—HISTOLOGY deals with the microscopic anatomy of animals, particularly the vertebrates. Understanding of the character and structure of cells and ability to identify them are required. For those who desire it, opportunity is offered for practice in the preparation of permanent slides of plant tissues.

S15—GENETICS is designed to acquaint the student with the fundamental principles of heredity and variation. Discussions include the simpler cases of inheritance, gene interaction, inheritance

of sex, sex and gene linkage, quantitative inheritance, the genetics of inbreeding and outbreeding, cytoplasmic inheritance, and mutations with suggestions concerning the relation of genetical principles to eugenics.

S16—EMBRYOLOGY deals with the development of the individual from inception to birth, including a study of the germ cells, fertilization, cleavage, formation of the primary germ layers, and the origin and development of the tissues and organs. Special reference is made to the embryology of man.

S17—ENTOMOLOGY treats of the characteristics of the orders and families of insects, their life histories and habits, and their relations to other animals and to plants. Field trips are an important feature, and each student is required to accumulate and prepare a typical collection of insects.

S18—ECOLOGY aims at an understanding of the relationships between living things and their environments. Inorganic factors, such as air, light, water, and temperature, are considered in relation to their effects on the structures, distribution, habitat, and behavior of animals and plants. Throughout the course, the emphasis is on the dynamic, living environment.

S19—ADVANCED BIOLOGY treats of those aspects of life, both plant and animal, which cannot be taken up in elementary or more specialized courses. Such topics as biological experimentation and research and the results of current investigations are given consideration.

S20—PARASITOLOGY aims to develop an understanding of the origin, extent, and biological significance of parasites. Many types, both external and internal, are collected and studied in the field. Though the major emphasis is on animal parasites, some attention is given to plant parasites.

S21—ADVANCED NATURE STUDY is intended for prospective teachers of high school Biology and General Science. It aims to develop a familiarity with local fauna and flora which will enable the student to identify most of the forms he is likely to meet in his teaching. Numerous field trips are taken, and much material is collected and studied. Some attention is given to nature photography and the making and coloring of lantern slides.

S22—GENERAL INORGANIC CHEMISTRY I includes a study of the non-metals and their compounds. A working knowledge of

symbols, valences, formulas, writing reactions, and the solution of problems relating to chemical changes is stressed.

S23—GENERAL INORGANIC CHEMISTRY II includes a study of common metals and their compounds. Methods of preparation, properties, uses, and tests receive ample attention. Study and discussion of the theories of ionization and chemical equilibrium and their applications to chemical changes are considered.

S24—COLLEGE PHYSICS I may be considered a "tool course" for every other science. Topics in mechanics, heat, and sound are studied and their relations to physical phenomena discussed.

S25—COLLEGE PHYSICS II covers important topics in magnetism, electricity, and light. A better understanding of one's physical environment is the main objective of the course.

S26—MECHANICS includes the mechanics of solids, involving such topics as various types of motion, equilibrium, moments of inertia, elasticity, and friction. Elementary operations with rectors are applied in the solution of certain problems.

S27—HEAT covers the basic principles of heat phenomena. Such topics as temperature measurement, thermal expansion, heat transfer, change of state, elementary kinetic theory, and thermodynamics are included.

S28—MAGNETISM AND ELECTRICITY deals with the interrelations of the two subjects. Discussions and problems are based on modern methods of measuring current, resistance, electromotive force, and power.

S29—HYDROSTATICS includes a study of physical laws and principles applied to liquids, particularly water. Some facts regarding pressures in liquids at rest and the measurement and transmission of pressures are included in the course. Instruction is given on such topics as the compressibility of liquids, the derivation of the pressure-depth formula, and the theoretical proof of Archimedes' Principle.

S30—OPTICS is an introductory study of lens systems, diffraction, interference, double refraction, and polarization.

S31—MODERN PHYSICS includes descriptions and discussions of the fundamental experiments which have established the present viewpoint in the field of Physics. Among the topics treated are the nature of light, the quantum theory of its emission and absorption, radioactivity, electron phenomena, and the elementary theory of specific heats.

S32—SOUND, as a branch of Physics, is essentially a study of wave motion. Transverse and longitudinal waves are compared, and the relationship between velocity, frequency, period, and wave length is considered. A study of musical sounds, including pitch, intensity, and quality, is included. Resonance, interference, beats, and the Doppler effect are given due emphasis.

S33—PHYSICS LABORATORY will be required for each Physics course, on a basis of two or three hours a week.

S34—QUALITATIVE ANALYSIS includes a study and practice of separating and identifying the cations and anions of the more common elements. Basic principles underlying the methods of Qualitative Analysis and some applications of the science are stressed.

S35—QUANTITATIVE ANALYSIS is a beginner's course, presenting methods of volumetric, gravimetric, and electro-analysis. Some attention is given to the solution of simple problems related to the theory and practice of the subject.

S36—ORGANIC CHEMISTRY often is called the chemistry of the carbon compounds. During the first half of the semester, the aliphatic series of compounds is studied, including a consideration of the hydrocarbons, alcohols, ethers, aldehydes, and ketones. Other studies include the animo acids, esters, proteins, and related compounds. During the second half of the semester, the aromatic series of organic compounds is studied. Included are the cyclic and heterocyclic compounds, terpenes, and related substances, as well as some of the organo-metalic compounds of this series.

S37—PHYSICAL CHEMISTRY is an elementary treatment of the science, which aims to systematize all of the established facts and laws governing the various phenomena of chemical action. Important topics included are solutions of electrolytes, thermochemistry, electrolytic equilibrium, kinetics, conductance, hydrolysis, osmotic pressure, and freezing and boiling-point determinations.

S38—INDUSTRIAL CHEMISTRY embraces such general topics as heat values of different fuels, distillation and refining of petroleum and tar, metals and their alloys, and the chemistry involved in the more common manufactured goods, such as glass, rubber, cements, soaps, etc.

S39—PHYSIOLOGICAL CHEMISTRY aims to establish a relationship between chemical composition and biological function. Such topics as absorption, diffusion, dialysis, enzimes, vitamins, blood and

urine analysis, and the metabolism of fats, proteins, and carbohydrates are included in the study.

S40—FOOD CHEMISTRY includes a study of carbohydrates, fats, lipeds, and proteins as they appear in the human diet. The fuel value of foods and the energy requirements of the body are noted, together with the economic use of foods.

S41—COLLOIDAL CHEMISTRY involves only the elementary principles of the subject. Instruction is offered on such topics as emulsions, gels, coagulation, adsorption, viscosity, plasticity, osmosis, interfacial tension, and the formation of colloids by condensation and dispersion.

S42—DESCRIPTIVE CHEMISTRY comprises a review of the more advanced laws and principles of Chemistry. It seeks to give the student a broad survey of the field and to show the relations of one branch to another. Some of the far-reaching effects of modern chemical research are discussed.

S43—GEOLOGY is an introductory course in earth history, including such topics as materials of the earth's crust, their arrangement, and the forces modifying them, such as vulcanism and earthquakes. The characteristics of Pennsylvania rocks are noted particularly through field trips.

S44—BIOLOGY I (Physiology and Hygiene) stresses some of the fundamentals of physiology, such as the conservation of energy and its convertibility from one form to another; the recognition of food as a biological fuel; and the biological principles controlling the activities and functions of the human body. The processes by which food is supplied to and used by the body are especially emphasized.

S45—BIOLOGY II (Bacteriology) is designed to give a general knowledge of the activities of bacteria, yeasts, and molds. Special attention is given to micro-organism in relation to problems of food-preparation and preservation; problems of personal, home, and public sanitation; and problems of immunity.

S46—INORGANIC CHEMISTRY I includes a working knowledge of symbols, valences, formulas, reactions, and equations, together with the solution of problems as they apply to chemical changes. The non-metallic elements and their compounds, together with methods of preparation and a description of chemical and physical properties, uses, and tests, receive a major portion of the time spent on the subject.

S47—INORGANIC CHEMISTRY II embraces a study of the metallic elements and their compounds. Insofar as time permits, a study and discussion of the theories of ionization and chemical equilibrium and their applications to chemical changes are considered. A brief treatment of colloids also is included.

S48—ORGANIC CHEMISTRY purposes to present problems of structure and methods of preparation, both theoretical and commercial, in the study of the alcohols, amines, aldehydes, ketones, and ethers. Stress is placed on their recognition and application in Physiological Chemistry and Nutrition.

S49—BIOLOGICAL CHEMISTRY serves to furnish a background for courses in dietetics and nutrition. Students acquire a familiarity with compounds important from a bio-chemical viewpoint and an acquaintance with the fundamental processes which go on in the animal body. The emphasis is placed on the chemistry of the digestion and the metabolism of carbohydrates, lipeds, and proteins.

S50—HOUSEHOLD PHYSICS deals with household equipment, electrical and non-electrical housekeeping processes, ventilation, heating, lighting, fuels, water supply, sewage disposal, and refrigeration. Problems are studied in the light of the principles of Physics involved.

SOCIAL STUDIES

SS1—HISTORY OF CIVILIZATION is an intensive study of man's constructive achievement and development in ways of thinking, governing, and living, or in the intellectual, emotional, and mechanical phases of life. Included are a survey of valuable contributions of ancient and medieval cultures, a consideration of the rise and growth of nationalism, a study of the effects of revivals and reforms, and an appraisal of the significance of expansion and inventions.

SS2—PRINCIPLES OF SOCIOLOGY aims to supply the student with a systematized background. It endeavors to develop independent thinking on matters relating to social groups and to inculcate the habit of interpreting life situations from the sociological viewpoint.

SS3—PRINCIPLES OF ECONOMICS deals with the basic factors involved in the business of making a living. The relations between business and labor and the relations of government to both are among the topics considered.

SS4—AMERICAN GOVERNMENT investigates the distribution of powers among the several departments of our government; examines the doctrine of the separation of powers as applied to each of these departments; considers the more important administrative agencies, state and national; and studies the operation of some of the "checks and balances" famous in American History.

SS5—SCHOOL LAW aims to demonstrate the relation of federal, state, and local government to education. Federal subsidies are examined with respect to their implications toward state education. Through the use of the "school code", state and local government of education is investigated.

SS6—U. S. HISTORY TO 1865 aims to acquaint the student with discovery and settlement; colonial development; revolution; government organization; territorial expansion; economic, industrial political, and cultural development; foreign relations; and slavery, up to and including the Civil War.

SS7—U. S. HISTORY SINCE 1865 emphasizes the use of historical facts in their relation to current social, political, and industrial problems. The student is encouraged to develop analytical capacities, through the study of historic and current problems. Emphasis is placed on the use of the library in solving these problems.

SS8—RURAL SOCIOLOGY seeks to acquaint the student with material relative to rural society. Economic conditions, health, and sanitation, educational problems, cultural and recreational activities, and rural institutions are among the topics considered.

SS9—GUIDANCE includes a survey of the Guidance movement, with a detailed consideration of the various phases of the Vocational Guidance program. Some time is given to the study of tests pertinent to and valuable for Guidance purposes. Brief consideration is given to the desired cooperation between industry and the school, to bring about a more effective vocational adjustment on the part of the individual.

SS10—SOCIAL AND INDUSTRIAL HISTORY OF THE U. S. aims to trace the development of social and economic institutions in this country. An attempt is made to discover the more important factors giving direction and momentum to the evolution of these institutions. Library materials, both source and secondary, are among the more important "tools" used in the course.

SS11—MODERN EUROPEAN HISTORY covers the period from the Congress of Vienna to the present time. It establishes a basis for the evaluation of contemporary events and seeks to instill the belief that perspective alone enables the student thoroughly to interpret the present. It also endeavors to familiarize the prospective teacher with international affairs.

SS12—EARLY EUROPEAN HISTORY aims to clarify the continuity of history and to point out the kinds of change which contitute progress. It also seeks to develop historical appreciation of the contributions of the past to the civilization of the present.

SS13—LATIN AMERICAN HISTORY covers the history of South America from the time of its discovery to the close of the wars of independence. A study of the economic, political, and social systems used by the European nations to colonize and exploit the country affords the student a better opportunity to understand the characteristics of our Southern neighbors.

SS14—COMPARATIVE GOVERNMENT examines some of the theories which have been advanced concerning the origins of governmental authority. Then, modern governments are classified, and their methods of solving national problems are compared.

SS15—EUROPEAN HISTORY SINCE THE WORLD WAR aims to integrate the concrete problems confronting European civilization today. It also seeks to help the student to understand the spirit and method of European diplomacy; to interpret the vital phenomena of Bolshevism, Fascism, and Naziism; and to formulate definite opinions as to the policy which the United States should maintain toward Europe.

SS16—ORIGIN OF SOCIAL INSTITUTIONS is a detailed study of the nature of various social groups. Special attention is paid to the processes by which socializing agencies have operated to bring about the establishment and maintenance of such groups. The course aims to develop independent thinking and the interpretation of life situations in the light of sociological considerations.

SS17—HISTORY OF ENGLAND traces the development of the people and institutions of England from the Anglo-Saxon conquest to the present time. Consideration is given to the advantages of climate and topography and of racial characteristics which have enabled England to become the head of a vast empire.

SS18—HISTORY OF THE FAR EAST uses current world problems involving friction between Eastern and Western nations as a starting point in understanding the origins and early history of the Oriental cultures. A study of the effects of Western imperialism during the nineteenth century helps the student to understand current Eastern disruptions.

SS19—HISTORY OF PENNSYLVANIA traces the development of the commonwealth along agricultural, industrial, and commercial lines and notes the part which the State has taken in great national affairs. Local history is stressed, and the student is instructed in methods of selecting and tabulating data and materials on this subject.

SS20—HISTORY OF ETHICS emphasizes the origin, growth, and development of standards of conduct which have helped man to solve the problems of moral relationships. Particular stress is placed on idealistic conceptions which have been instrumental in establishing right attitudes and right habits.

SS21—RENAISSANCE AND REFORMATION is designed to familiarize the student with the causes underlying these movements and with the general conditions which prevailed in the world of that period. It also is intended to point out the significant results which grew out of the general re-awakening and the reformation of the Christian Church.

SS22—INDUSTRIAL RELATIONS considers the current efforts of government to help solve problems of industry and trade. Such efforts are traced historically, with emphasis on the regulation of existing evils. A study is made of federal and state legislation, along with important court decisions.

FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

A. FEES

I. Student Activities Fee.

A student activities fee determined by each institution will be collected from all regularly-enrolled students and will be administered through a cooperative organization under regulations approved by the Board of Trustees. This fee covers the cost of student activities—athletics, entertainments, publications, etc. Students taking fewer than seven semester hours or students taking extension courses may secure the benefits of the activities program by paying this fee. The student activities fee as determined and collected by the Mansfield Cooperative Government Association is $10.00 per semester.

II. Contingent Fee.

A contingent fee will be collected from all students as follows:

	Half Semester
Elementary Curriculum	$18.00
Secondary Curriculum	18.00
Home Economics Curriculum	36.00
Music Curriculum	45.00

This fee covers the costs of registration, the keeping of student records, and library, laboratory, and student health services.

In addition to the aforementioned amounts the average student will require for books, gymnasium attire, and miscellaneous expenses at least $40.00 per year.

III. Housing Fee.

1. The housing fee for students shall be $63.00 per one-half semester. This includes room, meals, and laundry.

   (a) No reduction in the fee is to be made when students go home for a few days or when laundry is done elsewhere.

   (b) Students may occupy a double room alone by paying an additional $18.00 per half-semester.

(c) In those colleges where off-campus rooming students board in the college dining hall and in the two institutions maintaining Home Management Groups, the housing fee shall be divided, $2.00 for room and $5.00 for board per week.

2. The housing fee for employees other than those included in the State Classification Schedule (faculty, clerks, etal.) shall be $9.00 per week.

3. The charge for meals to transients shall be:
Breakfast, $ .30; Luncheon, $ .40; Dinner, $ .50.

IV. Infirmary Fee.

1. After three days in the college infirmary, dormitory students shall be charged $1.00 per day in addition to the regular housing fee.

2. Day students admitted to the infirmary shall be charged at the rate of $2.00 per day. This charge includes only regular medical and nursing services.

V. Isolation Fee.

1. If the college maintains isolation quarters for the contagiously sick, the college shall charge $10.00 per week in addition to the regular housing fees. This fee does not include special medical or nursing services.

2. Day students admitted to the isolation quarters shall be charged at the rate of $2.00 per day, plus $10.00 per week. This fee does not include special medical or nursing services.

VI. Out-Of-State Tuition Fee.

A tuition fee of $105.00 per semester, or $210.00 per year, per student is charged by the state teachers colleges of Pennsylvania. In the case of residents of the state, this fee is paid into the college by the commonwealth, through a subsidy of state funds. This subsidy, however, is not provided by other states; and it is therefore necessary for residents of such states to pay the tuition fee personally, over and above all other fees.

VII. **Private Music Instruction Fees.**

The charge for private lessons in Music in the colleges maintaining the special music curriculum shall be:

(a) Voice, piano, band, or orchestral instruments—$24.00 per semester for one lesson per week.
Pipe organ—$42.00 per semester for one lesson per week.

(b) Rental of piano for practice, one period per day—$6.00 per semester. Rental of pipe organ for practice, one period per day—$36.00 per semester.
Rental of band or orchestral instruments—$6.00 per semester.

VIII. **Degree Fee.**

A fee of $5.00, to cover the cost of diploma, shall be paid by each candidate for a degree.

IX. **Transcript Fee.**

A fee of $1.00 shall be paid for the second and each subsequent transcript of record.

X. **Delinquent Accounts.**

No student shall be enrolled, graduated, or given a transcript of his record until all fees have been paid.

B. DEPOSITS

An advance deposit of $10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter the college for the term or semester designated and is credited to the student's account when registration is completed. If, however, the student notifies the college at least three weeks before the beginning of the semester or term that he is unable to enter, or if the student is rejected by the college, the deposit is repaid on application from the student through the college authorities.

C. REPAYMENTS

I. Repayments will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees. These will include the amounts of the contingent and housing fees paid by the student for the part of the semester which the student does not spend in the college.

II. Repayments will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.

Irregular Payment of Fees. The activities fee shall be paid for the full semester at the beginning of each semester. All fees may be paid for the full semester at the beginning of each semester, if more convenient to students or patrons. Special arrangements may be made with the President of the college for the payment of fees at different times from those indicated, should such a plan prove helpful or necessary.

Checks and Cash. At the beginning of each semester, one check in the amount of $10.00 must be drawn in favor of the **Mansfield Cooperative Government Association.** This will pay the student activities fee.

A second check or money order, covering the amount due, as listed in the "Summary of Fees Schedule" (See Pages 29 and 30) must be drawn in favor of the **Commonwealth of Pennsylvania.** This will pay the contingent and housing fees.

Do not submit checks in excess of the amounts due, as the college is legally unable to cash them or to refund balances.

Fees may be paid in cash if more convenient.

Tuition. The state teachers colleges exempt students who are legal residents of Pennsylvania from the payment of a tuition fee. In return for this, students, on entering a college, must agree to teach in the schools of the commonwealth for not less than two years.

Damages. Dormitory rooms are fully equipped for students on entrance. Any damage to rooms or furnishings beyond that which comes from ordinary use will be charged to students. At the beginning of the term, all necessary electric lamps are furnished without charge. If damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

Charges during Illness. Charges during illness, previously mentioned (See Page 26), do not include the expenses of employing trained nurses or the costs of medicine, for all of which students or parents are responsible. In cases of serious illness, students may be removed to a hospital (See Page 16), where special expenses must be met.

Financial Obligations. The acceptance of a student is for a semester; and parents or any others who are providing for the expenses of a student at the college should understand that their financial obligations are for the entire semester.

SUMMARY OF FEES
STUDENTS LIVING AT THE COLLEGE

First Semester

Description	A*	B	C	D	E	F
Amounts due Sept. 12, 1939:						
Activities Fee	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10
Contingent Fee	18	18	18	18	36	45
Room, Board, & Laundry	63	63	63	63	63	63
Total due Sept. 12, 1939:	$ 91	$ 91	$ 91	$ 91	$109	$118
Amount due Nov. 13, 1939:						
Contingent Fee	$ 18	$ 18	$ 18	$ 18	$ 36	$ 45
Room, Board, & Laundry	63	63	63	63	63	63
Total due Nov. 13, 1939	$ 81	$ 81	$ 81	$ 81	$ 99	$108
Total—First Semester	$172	$172	$172	$172	$208	$226

Second Semester

Description	A*	B	C	D	E	F
Amounts due Jan. 24, 1940:						
Activities Fee	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10
Contingent Fee	18	18	18	18	36	45
Room, Board, & Laundry	63	63	63	63	63	63
Total due Jan. 24, 1940	$ 91	$ 91	$ 91	$ 91	$109	$118
Amount due Mar. 27, 1940:						
Contingent Fee	$ 18	$ 18	$ 18	$ 18	$ 36	$ 45
Room, Board, & Laundry	63	63	63	63	63	63
Total due Mar. 27, 1940	$ 81	$ 81	$ 81	$ 81	$ 99	$108
Total—Second Semester	$172	$172	$172	$172	$208	$226

*A—Kindergarten-Primary; B—Intermediate; C—Rural; D—Secondary; E—Home Economics; F—Music.

SUMMARY OF FEES

STUDENTS NOT LIVING AT THE COLLEGE

First Semester

Description	A*	B	C	D	E	F
Amounts due Sept. 12, 1939:						
Activities Fee	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10
Contingent Fee	18	18	18	18	36	45
Total due Sept. 12, 1939	$ 28	$ 28	$ 28	$ 28	$ 46	$ 55
Amount due Nov. 13, 1939:						
Contingent Fee	18	18	18	18	36	45
Total—First Semester	$ 46	$ 46	$ 46	$ 46	$ 82	$100

Second Semester

Description	A*	B	C	D	E	F
Amounts due Jan. 24, 1940						
Activities Fee	$ 10	$ 10	$ 10	$ 10	$ 10	$ 10
Contingent Fee	18	18	18	18	36	45
Total due Jan. 24, 1940	$ 28	$ 28	$ 28	$ 28	$ 46	$ 55
Amount due Mar. 27, 1940:						
Contingent Fee	18	18	18	18	36	45
Total—Second Semester	$ 46	$ 46	$ 46	$ 46	$ 82	$100

*A—Kindergarten-Primary; B—Intermediate; C—Rural; D—Secondary; E—Home Economics; F—Music.

SCHOLARSHIPS

State Scholarships—Holders of state scholarships may use them at Mansfield State Teachers College when enrolled in any four-year degree curriculum.

Jennie Farrer Avery Scholarship—A scholarship of $100.00, established by the Alumni Association in honor of Jennie Farrer Avery, a former member of the faculty, is available to a worthy student who shows promise as a prospective teacher. It may be held for one year only.

Martha Colegrove Memorial Scholarship—A scholarship of $100.00 has been made available by Mr. and Mrs. Colegrove as a memorial to their daughter, Martha, to be awarded each year to an outstanding girl in the Music Education Department.

LOAN FUNDS

Student Loan Fund—A substantial fund established largely by alumni to aid worthy students has been accumulated. Loans not exceeding $100.00 per year, with $50.00 as the maximum amount each semester, may be granted during the last two years of attendance at the College, if proper security is provided. Application for the amount required should be made to the President of the College, who administers this fund under liberal rules and regulations.

Tioga County Women's Clubs Foundation—The Tioga County Federation of Women's Clubs has established a loan fund, limited for the present to one loan of $100.00 per year. The loan is available to any girl from Tioga County, preference to be given to applicants from the Home Economics Education Department. Application for loans from this fund should be made to the President of the College.

Robert Cowles Memorial Loan Fund—The Music Supervisors' Club administers a loan fund as a memorial to Robert Cowles. This fund, composed largely of contributions from the Cowles family, makes available loans not exceeding $100.00 to worthy Music students.

Luzerne County Alumni Loan Fund—The Alumni of Luzerne County have established a fund, which is administered by themselves and which is designed to help one or more students from Luzerne

County. Loans cannot exceed $50.00 in any one case. Application should be made to the President of the College, who will refer the same to the proper officers.

Miscellaneous Loan Funds—Several loan funds, designed to help worthy students who need small loans, have been established by the Class of 1933, the Y. W. C. A., Phi Mu Alpha Sinfonia, and the Home Economics Education Department.

WORK OPPORTUNITIES

At the College—A limited number of positions at the College are available for students in need of part-time employment. Such opportunities, however, are open chiefly to upperclassmen who have demonstrated their ability to do satisfactory College work. Positions falling in this category are confined to the kitchen, the dining hall, the library, and the administrative offices.

In the Community—While Mansfield is primarily a residential center, some part-time employment in the community frequently may be secured. Such openings are provided through the hotel, the restaurants, the motion picture theater, the garages, and the stores.

In Private Homes—A reasonable amount of work in private homes approved by the College is available. Often students are placed in contact with these homes by friends, alumni, student organizations, or churches. However, such arrangements must be approved by the Dean of Women or the Dean of Men prior to the beginning of each semester.

National Youth Administration—During the past several years, the Federal Government has very generously provided funds to maintain student part-time employment programs. Toward the continuance of this type of student aid from year to year, every effort will be expended.

SUMMER SESSION OF 1939

Date—The Summer Session, six weeks in length, will begin Monday, June 26, and end Saturday, August 5. June 26 will be registration day.

Purpose—Students desirous of working toward certification and a degree and students interested in shortening their stay in college will find ample opportunity to pursue courses in accordance with state standards in their respective fields.

Music Education—A rich and diversified group of courses in this specialized field will be offered. These will include Sight Reading, Dictation, Harmony, History and Appreciation of Music, Band and Orchestral Instrumentation, Conducting, Voice, Piano, Organ, and all instruments of the band and the orchestra.

A Special Band and Orchestra School will be conducted during the entire session. Here, the technique of band and orchestra directing will be presented theoretically and practically. This represents a real innovation in the teaching of public school band and orchestra organization and practice.

In connection with the Band and Orchestra School, a demonstration school of considerable size will be in operation, affording high school band directors an opportunity to heighten their teaching efficiency.

Full credit toward the degree in Public School Music may be earned by the satisfactory completion of these courses.

Credit—Not more than six semester hours of credit may be earned during the Summer Session.

Expenses and Fees—A contingent fee of $5.00 per semester hour of credit will be charged. In addition, a student activities fee of $2.00 will be charged. A schedule of fees for music students is listed in the Summer Quarterly.

The Summer Quarterly—Write for the 1939 Summer Quarterly. It is the official bulletin of information, which describes in full all academic and professional Summer Session offerings, the Band and Orchestra School, the faculty, the cost of attendance, and the splendid facilities for study and recreation at Mansfield. The Quarterly will be sent without charge on request.

CERTIFICATION OF TEACHERS

The Provisional College Certificate. This credential is granted to all holders of degrees immediately following graduation and is valid for three years.

In the Elementary field, such a certificate qualifies the holder to teach in all elementary grades, including the elementary subjects in grades seven and eight when organized on a secondary basis.

In the Secondary field, such a certificate qualifies the holder to teach the subjects specified on its face in any high school.

In the field of Home Economics or Music, such a certificate qualifies the holder to teach or supervise the special subject in both elementary and secondary schools.

Making The Provisional College Certificate Permanent. This action is accomplished by completing subsequent to graduation three years of successful teaching in the public schools of the Commonwealth and at least six semester hours of approved college work in educational theory or the subjects named on the certificate.

Certification in Additional Fields. Holders of certificates for teaching in the secondary field often desire certification for teaching in the elementary field and vice versa. Such certification may be secured by completing additional work as indicated hereinafter.

College certificates in the Secondary field may be validated for the Elementary field by completing thirty semester hours of approved courses in the field of elementary education, including six hours of elementary student-teaching. The courses must be selected from the following list or its equivalent: Educational Measurements for Elementary Teachers, Teaching of Elementary Science, Elementary English, Teaching of Reading, Teaching of Arithmetic, Principles of Geography, United States History, Teaching of Geography, Teaching of Elementary Social Studies, Health and Hygiene in the Elementary School, Teaching of Primary Subjects, Child Psychology, Art in the Elementary School, Music in the Elementary School, Principles of Elementary Education, Kindergarten-Primary Theory, Civic Education, Elementary School Curriculum, Elementary School Methods.

College certificates in the Elementary field may be validated for the Secondary field by completing eighteen semester hours of ap-

proved courses in the elective field desired, six hourse in secondary education, and six hours of secondary student-teaching.

The State Standard Limited Certificate. This credential is made available to students having completed the first three years of the elementary curriculum, as arranged at Mansfield State Teachers College. Such a certificate qualifies the holder to teach in an elementary school for three calendar years. The certificate may be renewed for subsequent three-year periods on evidence of teaching success and the completion during each three years of an additional twelve hours of work leading to a degree in the elementary field. However, the State Standard Limited Certificate will not be granted after February 1, 1943; and students entering the College in September, 1939, or thereafter will be required to complete the full four-year degree curriculum.

Normal School Diplomas. The certificates of graduation issued by Normal Schools and Teachers Colleges in the past, when converted into diplomas after two years, carried with them permanent certificates for teaching elementary subjects. Thus, persons holding such diplomas and certificates and desiring to complete the requirements for a degree are given credit for one-half of the degree course, on the basis of the old Normal curriculum. The remaining requirements may be completed as rapidly as these persons wish, without affecting their certification rights. On completion of the degree course, however, a Provisional College Certificate is issued.

Extension Courses. Teachers in service may complete by extension courses up to 25% of the courses listed for a degree. This means a maximum of thirty-two semester hours in any four-year curriculum. Such courses are offered as are needed to benefit in-service teachers who desire additional work toward certification. The cost for these courses in $5.00 per semester hour.

Saturday Classes in Residence. Full information relative to such offerings may be obtained from the Dean of Instruction at the College.

Correspondence Courses. The regulations of the Department of Public Instruction prohibit the giving or accepting of such courses for credit subsequent to September 1, 1927.

PLACEMENT SERVICE

A teacher placement bureau, presided over by an experienced director, is maintained by the College. Here, an active file is kept of all graduates and prospective graduates of the institution. The

bureau is ready at all times to assist school boards, principals, and superintendents in finding the teacher best qualified to fit their needs. It may be depended on to give accurate and complete information regarding the character, scholarship, and teaching ability of candidates; and it can give twenty-four-hour service in reply to any request for information or recommendation. Persons interested in placement should communicate with Dr. George A. Retan, Director of Laboratory Schools and Placement, State Teachers College, Mansfield, Pennsylvania.

ROSTER OF STUDENTS

GRADUATE STUDENTS

Name	Undergraduate School	Town	County
Ashkar, Mary H., B. S.	Mansfield S. T. C.	Hughesville	Lycoming
Bennett, Arthur, B. S.	Mansfield S. T. C.	Mansfield	Tioga
Carl Margaret L., A. B.	Bucknell University	Sayre	Bradford
Carlyle, Dorothy V., B. S.	Mansfield S. T. C.	Blossburg	Tioga
Dyke, Irene, B. A.	Keuka College	Genessee	Potter
Goodall, Virginia, B. S.	Lebanon Valley College	Harrisburg	Dauphin
Johnson, Albert, B. S.	Mansfield S. T. C.	Antrim	Tioga
Kavanaugh, Mary G., B. S.	New Jersey College for Women	Nisbet	Lycoming
Larson, Edna, B. S.	Mansfield S. T. C.	Blossburg	Tioga
McClelland, Robert, B. S.	Mansfield S. T. C.	Millerton	Bradford
Neal, Miriam L., B. S.	Mansfield S. T. C.	Mansfield	Tioga
Neely, Joseph H., Jr., B. A.	The Pennsylvania State College	Wellsboro	Tioga
Obourn, Herman, B. S.	Mansfield S. T. C.	Mansfield	Tioga
Rose, Kathryn M., B. S.	Mansfield S. T .C.	Blossburg	Tioga
Somerville, Robert, B. S.	Mansfield S. T. C.	Mansfield	Tioga

ELEMENTARY EDUCATION

Name	Town	County
Aumick, Gertrude L. (J)	Troy	Bradford
Aumick, Marian B. (J)	Troy	Bradford
Bailey, Doris G. (S)	Mansfield	Tioga
Baker, Marjorie C. (SR)	Fredonia, N. Y.	Chautauqua
Baron, Pauline H. (F)	Larksville	Luzerne
Barrett, Rhea M. (S)	Snedekerville	Bradford
Bartoo, Thelma (J)	Mansfield	Tioga
Beach, Freda M. (F)	Towanda	Bradford
Beardslee, Mildred A. (J)	Ulster	Bradford
Bentley, Abderiene A. (J)	Columbia Cross Roads	Bradford
Berry, Freida P. (S)	Columbia Cross Roads	Bradford
Black, Iona L. (J)	Eldred	McKean
Bochnewch, Marion (F)	Knoxville	Tioga
Bower, Jean E. (S)	Blossburg	Tioga
Bower, Kathryn M. (J)	South Williamsport	Lycoming
Boyden, Milton (J)	Mainesburg	Tioga

Name	Town	County
Brace, Wanda L. (S)	Mansfield	Tioga
Brannan, Thomas J. (F)	Wilkes-Barre	Luzerne
Buck, Ruth L. (J)	Ulysses	Potter
Burke, Mary A. (S)	Choconut	Susquehanna
Burnett, Catherine E. (J)	Troy	Bradford
Burns, Barbara M. (S)	Bath, N. Y.	Steuben
Burr, Maxine L. (J)	Troy	Bradford
Bustin, Ellen E. (J)	Towanda	Bradford
Carson, Elaine L. (F)	Covington	Tioga
Cawley, Genevieve F. (S)	Eldred	McKean
Chamberlain, M. Ernestine (F)	Mainesburg	Tioga
Chapman, Dorothy E. (J)	Susquehanna	Susquehanna
Choplosky, Aldona Ann (F)	Nicholson	Wyoming
Clark, Fay E. (F)	New Milford	Susquehanna
Clark, Freida (S)	Stevensville	Bradford
Cleveland, Lucille E. (J)	Mansfield	Tioga
Coit, Erla E. (SR)	Bradford	McKean
Collins, Frances L. (J)	Crooked Creek	Tioga
Conboy, Ann C. (S)	Friendsville	Susquehanna
Connelly, Kathleen (S)	Galeton	Potter
Cool, C. Beth (J)	Westfield	Tioga
Cooley, Belle (J)	Towanda	Bradford
Coon, Beatrice K. (S)	Clarks Summit	Lackawanna
Cotter, Ruby E. (F)	Wysox	Bradford
Cowles, Madeline J. (S)	Mansfield	Tioga
Crambo, Paulyne D. (J)	Throop	Lackawanna
Crandal, Sarah A. (J)	Stevensville	Bradford
Crippen, Esther (J)	Blossburg	Tioga
Cummings, Edna M. (J)	Mansfield	Tioga
Cummings, Virginia A. (J)	Warren Center	Bradford
Dann, Marie E. (S)	Mansfield	Tioga
Davis, Betty (SR)	Nelson	Tioga
Deiseroth, Mary (J)	Galeton	Potter
Devling, Wilhelmina L. (S)	Galeton	Potter
DeWolf, Millicent M. (J)	Mehoopany	Wyoming
Doughton, Viola (SR)	Arnot	Tioga
Driscoll, Mary T. (S)	Jessup	Lackawanna
Earley, Frances M. (F)	Montrose	Susquehanna
Eckstrand, Evelyn M. (F)	Port Allegheny	McKean
Edwards, Elizabeth R. (SR)	Wellsboro	Tioga
Evans, Laura L. (S)	Canton	Bradford

Name	Town	County
Fahey, Virginia A. (J)	Susquehanna	Susquehanna
Farnham, Bernice L. (J)	Knoxville	Tioga
Fiester, Bert E. (J)	Eagles Mere	Sullivan
Finelli, Magdalene P. (J)	Elkland	Tioga
Fisher, Alice I. (S)	Sayre	Bradford
Fisk, Alice L. (S)	Dalton	Lackawanna
Ganung, Barbara Z. (SR)	Wilkes-Barre	Luzerne
Ganung, Gladyce M. (SR)	Wilkes-Barre	Luzerne
Gernert, Esther J. (S)	Columbia Cross Roads	Bradford
Goery, Eva G. (SR)	Galeton	Potter
Goshinski, Josephine M. (S)	Antrim	Tioga
Gowan, Ardis F. (SR)	Wyalusing	Bradford
Green, Mary D. (SR)	Factoryville	Wyoming
Grenell, Helen I. (SR)	Mainesburg	Tioga
Gruber, Jean (F)	Mahanoy City	Schuylkill
Haight, Anna S. (J)	Troy	Bradford
Hamilton, Rachel L. (J)	Genesee	Potter
Hansell, Anna K. (F)	Wyalusing	Bradford
Hartman, Dorothy J. (SR)	Montoursville	Lycoming
Henry, Frederika E. (J)	Ulysses	Potter
Hill, Helen M. (S)	Wellsboro	Tioga
Huff, Roberta E. (SR)	Milan	Bradford
Hughes, Ruth M. (S)	Mansfield	Tioga
Hunt, Evelyn M. (J)	Westfield	Tioga
Ingersoll, Roma Jean (J)	Nelson	Tioga
Jackson, Hazel J. (S)	Mansfield	Tioga
Jones, Lucille E. (S)	Wellsboro	Tioga
Knowlton, Betty C. (SR)	Mansfield	Tioga
LaMont, Beatrice E. (F)	Troy	Bradford
Larson, I. Marguerite (J)	Blossburg	Tioga
Lemmer, Marie M. (F)	Little Genesee	McKean
Lentini, Angelo J. (F)	Wilkes-Barre	Luzerne
Lind, Esther (SR)	Millerton	Tioga
Llewelyn, Barbara H. (F)	Eldred	McKean
Longwell, Myrtle (SR)	Rutland	Tioga
Loomis, Mildred E. (J)	Milan	Bradford
McGinley, Leo A. (F)	Wilkes-Barre	Luzerne
McGrath, Mary M. (S)	Lanesboro	Susquehanna
McNamara, Rosemary A. (J)	Susquehanna	Susquehanna

Name	Town	County
Mahon, Mary A. (F)	Montrose	Susquehanna
Marcikonis, Paul (J)	Hudson	Luzerne
Marshall, Ruth M. (S)	Roaring Branch	Lycoming
Massey, Janet L. (J)	Rummerfield	Bradford
Mencing, Geraldine M. (J)	Philadelphia	Delaware
Moore, Jean K. (J)	Wellsboro	Tioga
Morgan, Lois (J)	Canton	Bradford
Morrison, Margaret A. (F)	Ulster	Bradford
Mullison, Ruth J. (S)	Pittston	Luzerne
Newell, Alta M. (J)	Troy	Bradford
Nivison, Helen M. (J)	Cedar Run	Lycoming
Opet, John J. (F)	Wilkes-Barre	Luzerne
Pepper, Eileen S. (J)	Monroeton	Bradford
Phillips, Alberta M. (J)	Rome	Bradford
Radebaugh, Jayne M. (J)	Bradford	McKean
Raker, Mary C. (J)	Liberty	Tioga
Reeve, Myra K. (F)	Susquehanna	Susquehanna
Rinebold, Dora M. (F)	Mainesburg	Tioga
Robinson, Vuriel S. (J)	New Albany	Bradford
Robison, Vida P. (SR)	Birchardville	Susquehanna
Ross, Eleanor B. (F)	Nicholson	Susquehanna
Russell, M. Louise (J)	East Smithfield	Bradford
Scott, Vennetta J. (SR)	Millerton	Tioga
Seymour, Stanley (J)	Mainesburg	Tioga
Sheriff, Jean A. (SR)	Wellsboro	Tioga
Sherman, Olitha E. (S)	Springville	Susquehanna
Sito, John C. (S)	Plains	Luzerne
Sloan, Donald F. (F)	Wilkes-Barre	Luzerne
Smith, Alene (S)	Mansfield	Tioga
Smith, Doris M. (SR)	Lanesboro	Susquehanna
Smith, Joan C. (J)	Hughesville	Lycoming
Smith, Nita S. (J)	South Williamsport	Lycoming
Smith, Ruth E. (F)	Wilkes-Barre	Luzerne
Snyder, Harry S. (SR)	Galeton	Potter
Snyder, Roberta (J)	Ulster	Bradford
Spencer, Arlene R. (SR)	Millerton	Tioga
Spencer, Carlyle (J)	Towanda	Bradford
Spencer, Julia A. (S)	Towanda	Bradford
Stanton, Virginia P. (SR)	Troy	Bradford
Stavisky, William A. (F)	Lopez	Sullivan
Strailey, Marion E. (S)	Blossburg	Tioga
Swartwood, Eleanor R. (SR)	Mansfield	Tioga

Name	Town	County
Taylor, Thelma L. (J)	Middlebury Center	Tioga
Thall, Robert B. (F)	New Albany	Bradford
Thomas, Austin H. (J)	Wellsboro	Tioga
Thomas, Jennie E. (S)	Morris	Lycoming
Tucker, Vivian M. (F)	Mansfield	Tioga
Tuton, Virginia E. (SR)	Gillett	Bradford
Vallilee, Veronica C. (F)	South Waverly	Bradford
Van Horn, Christine (J)	Troy	Bradford
VanHorn, Janice C. (F)	Troy	Bradford
VanNorman, Claire J. (S)	Mansfield	Tioga
VanNorman, Paulyne A. (SR)	Mansfield	Tioga
Vollmer, E. Jane (SR)	Williamsport	Lycoming
Vought, Irene G. (J)	Rome	Bradford
Vought, Marian F. (SR)	Rome	Bradford
Wakely, Grace V. (SR)	Little Marsh	Tioga
Warburton, Blanche H. (J)	Mansfield	Tioga
Warren, Nellie E. (J)	Middlebury Center	Tioga
Wells, Hazel I. (SR)	Wyalusing	Bradford
Westcott, Dorothy E. (J)	Wyalusing	Bradford
Wilcox, Dorothy R. (J)	Crosby	McKean
Willard, Harry E. (J)	Wellsboro	Tioga
Wright, Carolyn S. (J)	South Waverly	Bradford
Wrisley, Albert B. (J)	Troy	Bradford
Young, D. Elise (J)	Monroeton	Bradford

HOME ECONOMICS EDUCATION

Allshouse, Margaret L. (J)	Tunkhannock	Wyoming
Appel, Hettie E. (J)	Elysburg	Northumberland
Armstrong, Ruth E. (S)	Wilkes-Barre	Luzerne
Augustine, Margaret (S)	Springville	Susquehanna
Auvil, Mary L. (F)	Noxen	Wyoming
Baer, Emma M. (F)	Salunga	Lancaster
Bailey, Mary Jane (J)	Elkland	Tioga
Beck, Leola E. (J)	Liberty	Tioga
Beck, Mary H. (F)	Loysville	Perry
Bixler, Mary E. (S)	Lebanon	Lebanon
Bolt, Carol N. (F)	Mainesburg	Tioga
Bott, Esther (SR)	Nanticoke	Luzerne
Botterbusch, Gladys M. (F)	York	York

Name	Town	County
Bower, Jean M. (S)	Newville	Cumberland
Boyer, Dorothy E. (F)	Lewisburg	Union
Boyle, Mary I. (J)	Towanda	Bradford
Breunig, Doris J. (SR)	Galeton	Potter
Brigham, Ruth H. (SR)	Galeton	Potter
Brion, Pearl A. (F)	Rochester, N. Y.	Monroe
Burdett, Hannah R. (SR)	Taylor	Lackawanna
Burkhart, Eleanor R. (S)	Honesdale	Wayne
Canedy, Margery E. (S)	Sylvania	Bradford
Carey, Evelyn M. (SR)	Forty Fort	Luzerne
Carson, Harriet C. (SR)	Covington	Tioga
Carter, Charlotte E. (S)	Montrose	Susquehanna
Carter, Doris M. (SR)	Allentown	Lehigh
Chamberlain, Ruth Ann (J)	Elmira, N. Y.	Chemung
Clare, Virginia I. (S)	Mauch Chunk	Carbon
Clark, Sara L. (SR)	Mansfield	Tioga
Cooper, Hilda B. (J)	Danville	Montour
Crispen, Ruth D. (S)	Watsontown	Montour
Danneker, Martha J. (S)	Williamsport	Lycoming
Davidheiser, Ardath M. (F)	Boyertown	Berks
Davies, Hazel C. (F)	Slatington	Lehigh
Davis, Anna K. (S)	Wellsboro	Tioga
Davis, Mary M. (F)	LeRaysville	Bradford
Demyan, Mary R. (S)	Wilkes-Barre	Luzerne
Diem, Ethel Mae (S)	Scranton	Lackawanna
Dimmick, Ethel C. (S)	Mountaintop	Luzerne
Dimon, Rosemary (F)	Rome	Bradford
Dixon, Eva V. (F)	Wilkes-Barre	Luzerne
Donehower, Carolyn F. (F)	Lewisburg	Union
Downs, Rachel E. (F)	Alderson	Wyoming
Dwyer, M. Marceil (S)	Morris Run	Tioga
Early, Josephine M. (S)	Cleona	Lebanon
Edwards, Doris E. (F)	Clarks Summit	Lackawanna
Eryavec, Ann Marie (J)	Lakewood	Wayne
Felix, Dorothy L. (S)	Newville	Cumberland
Finn, Eileen F. (F)	Landsdale	Montgomery
Flowers, Yolande I. (S)	Mansfield	Tioga
Foersch, Irene F. (F)	Mansfield	Tioga
Ford, Mavis C. (SR)	Rummerfield	Bradford
French, Ruth A. (J)	Harrison Valley	Potter
Friel, Phyllis (F)	Wilkes-Barre	Luzerne

Name	Town	County
Gallagher, Rose Ann (F)	Wilkes-Barre	Luzerne
Gamber, M. Elizabeth (F)	Myerstown	Lebanon
Garber, Margaret N. (F)	Mt. Joy	Lancaster
Gayman, Bernice I. (S)	Newville	Cumberland
Griffin, Olive H. (S)	Westfield	Tioga
Griffiths, Audrey E. (F)	Mansfield	Tioga
Grigg, Violet E. (S)	Bangor	Northampton
Grim, Mary L. (J)	Tower City	Schuylkill
Harris, M. Elizabeth (J)	Bradford	McKean
Harrison, Vera L. (SR)	Wilkes-Barre	Luzerne
Hawley, Bernadette E. (F)	Montrose	Susquehanna
Hess, Esther G. (F)	Avon	Lebanon
Hoagland, June E. (F)	Mifflinville	Columbia
Hubert, Harriett A. (F)	Avalon	Allegheny
Hughes, June E. (SR)	Pottsville	Schuylkill
Jankiewicz, Eleanor M. (F)	Morris Run	Tioga
Jaquish, Martha C. (J)	Covington	Tioga
Jeffery, Isabella A. (SR)	York	York
Judd, Phyllis E. (S)	Sabinsville	Tioga
Kantor, Florence B. (J)	Lebanon	Lebanon
Kehler, Lucille C. (F)	Dryden, N. Y.	Tompkins
King, Romaigne F. (J)	Bainbridge	Lancaster
Kinkade, Margaret F. (J)	Williamsport	Lycoming
Knelly, Geneva M. (S)	Nescopeck	Columbia
Knowlton, Ruth E. (J)	Mansfield	Tioga
Koch, Irma N. (S)	Pottsville	Schuylkill
LaMont, Constance E. (J)	Wellsboro	Tioga
Lent, Jane E. (F)	Towanda	Bradford
Lindsay, Anne M. (F)	Honesdale	Wayne
Lutz, Regina A. (F)	Tamaqua	Schuylkill
McAllister, Hattie F. (F)	North Bend	Clinton
McDonald, Kathryn E. (F)	Ashland	Schuylkill
McGeehan, Marguerite M. (S)	Mahanoy City	Schuylkill
McGuire, Helen A. (F)	Smethport	McKean
McMillen, Lois P. (J)	Loysville	Perry
Magill, Marian G. (F)	Danville	Montour
Majchrzak, Dorothy M. (SR)	Blossburg	Tioga
Mars, Virginia I. (J)	Titusville	Crawford
Martin, Jane M. (J)	Blain	Perry
Michael, Mary A. (J)	Freeland	Luzerne

Name	Town	County
Miller, Edna G. (F)	Catawissa	Columbia
Miller, Ruth I. (S)	Donaldson	Schuylkill
Monahan, Helen P. (F)	Lost Creek	Schuylkill
Moore, Ruth E. (F)	Wellsboro	Tioga
Naylor, Roberta P. (F)	Factoryville	Lackawanna
Neiley, Eleanor E. (F)	Wyalusing	Bradford
Neiswender, Dolores G. (S)	Williamsport	Lycoming
Newton, Marion E. (J)	Dunmore	Lackawanna
Nichols, Janice E. (F)	Elkland	Tioga
Nichols, E. June (F)	Birchardville	Susquehanna
Ogden, Bette M. (F)	Wellsboro	Tioga
Orndorff, Mary V. (F)	New Oxford	Adams
Parker, Janette (F)	Lewisburg	Union
Pepper, Marian H. (SR)	Painted Post, N. Y.	Steuben
Perog, Celia R. (F)	Duryea	Luzerne
Phillips, Mary H. (F)	Dalmatia	Northumberland
Pilch, Tessie G. (J)	Peckville	Lackawanna
Post, Dorothy M. (F)	Benton	Luzerne
Radebaugh, Kathleen A. (J)	Bradford	McKean
Ream, Jeanne A. (J)	Elizabethtown	Lancaster
Reedy, Arlene L. (F)	Sheridan	Lebanon
Reynolds, Lola M. (F)	West Chester	Chester
Richards, Betty Jean (F)	Forty Fort	Luzerne
Rider, Ruth G. (SR)	Towanda	Bradford
Roberts, Carolyn M. (F)	Landenberg	Chester
Sage, Jane E. (F)	Williamsport	Lycoming
Scott, Annmary (J)	South Williamsport	Lycoming
Semmens, Ruth M. (F)	Wyoming	Luzerne
Shafer, Sarah Jane (S)	Sinnemahoning	Cameron
Shaw, E. Laura (SR)	Mansfield	Tioga
Slout, Eleanor J. (S)	Williamsport	Lycoming
Smith, S. Louise (S)	Galeton	Potter
Stambaugh, Ruth E. (J)	Green Park	Perry
Steigerwalt, Ruth K. (F)	Bowmanstown	Carbon
Strickland, H. Ann (F)	West Chester	Chester
Terwilliger, Frances M. (F)	Eldred	McKean
Thomas, Irene K. (F)	Drifton	Luzerne
Tretheway, Eleanor (SR)	Forty Fort	Luzerne
Trostel, Louise A. (F)	Waverly	Lackawanna
VanHorn, Mary Jane (F)	Wellsboro	Tioga

Name	Town	County
Vollmer, Betty M. (F)	Williamsport	Lycoming
Wallace, Edna M. (J)	York	York
Wallick, Jean C. (F)	Drexel Hill	Delaware
Ward, Catherine F. (F)	Gordon	Schuylkill
Wasley, Sara H. (F)	Shenandoah	Schuylkill
Wheeland, Betty P. (F)	Williamsport	Lycoming
Whitaker, Dorothy E. (F)	Mansfield	Tioga
White, Marian C. (SR)	Athens	Bradford
Whiteley, Eleanor (J)	Selinsgrove	Snyder
Wieland, Bette Jane (S)	Meadville	Crawford
Wilcox, Phyllis A. (J)	Knoxville	Tioga
Winner, Corlyn M. (F)	Millerton	Tioga
Woodcock, Madaline E. (S)	Westfield	Tioga
Woodford, Mary E. (F)	Elmira, N. Y.	Chemung
Zarfos, Jean Ann (J)	Red Lion	York

MUSIC EDUCATION

Andersen, Howard A. (J)	Warren	Warren
Antonson, F. Genevieve (F)	Port Allegany	McKean
Bailey, Lawrence R. (F)	Mansfield	Tioga
Baynes, John H. (J)	Mansfield	Tioga
Blokzeyl, Henrietta (F)	Kennett Square	Chester
Bonham, Donald H. (J)	Hallstead	Susquehanna
Borden, Dorothy M. (S)	Ulysses	Potter
Bowman, June L. (J)	Kane	McKean
Bowser, Alden E. (J)	Portage	Cambria
Brecher, Frances H. (S)	Powell	Bradford
Brister, Florence E. (S)	LeRaysville	Bradford
Bunnell, Josephine M. (SR)	Meshoppen	Wyoming
Buttermore, Lyell L. (F)	Connellsville	Fayette
Carpenter, Charles J. (F)	Crooked Creek	Tioga
Caswell, Blanche E. (S)	Taylor	Lackawanna
Chaffee, Margaret D. (SR)	Warren Center	Bradford
Cleave, Howard E. (J)	Factoryville	Lackawanna
Coleman, John B. (S)	Johnstown	Cambria
Costenbader, Carl W. (J)	Palmerton	Carbon
Craft, John C. (F)	Connellsville	Fayette
Decker, Henry J. (J)	Lawrenceville	Tioga

Name	Town	County
Dewey, R. DeWain (S)	Towanda	Bradford
English, Louise Goodall (SR)	Mansfield	Tioga
Feeney, Marguerite A. (F)	Ralston	Lycoming
Fenedick, Marcella A. (S)	Shenandoah	Schuylkill
Field, Robert L. (SR)	Canton	Bradford
Floto, Lewis (SR)	Berlin	Somerset
Glass, Jerome (F)	Minersville	Schuylkill
Goodwin, Emma H. (J)	Towanda	Bradford
Greenough, Marian M. (F)	Troy	Bradford
Gregory, Norma M. (F)	Factoryville	Wyoming
Griggs, Onolee J. (J)	Knoxville	Tioga
Harrison, Lois M. (SR)	Wilkes-Barre	Luzerne
Harvey, Adeline M. (J)	Hunlock Creek	Luzerne
Harvey, Eleanor M. (S)	Wellsboro	Tioga
Hege, Franklin B. (F)	Dover	York
Hendricks, James L. (S)	Llewellyn	Schuylkill
Henninger, Lucy V. (J)	Tunkhannock	Wyoming
Heyler, Romayn F. (F)	Morris	Tioga
Hoyt, B. Louise (J)	Dallas	Luzerne
Jacobson, Charles L. (S)	Wesleyville	Erie
Johnson, Lenore M. (SR)	Wellsboro	Tioga
Jones, Thelma F. (J)	Warren Center	Bradford
Karschner, K. Jean (SR)	Galeton	Potter
Keagle, Roger M. (S)	Canton	Bradford
Kelly, Margaret K. (SR)	Olyphant	Lackawanna
Kisner, Anita M. (S)	Mildred	Sullivan
Klepfer, Robert O. (J)	Williamsport	Lycoming
Lauver, Robert F. (J)	Altoona	Blair
Lawson, Ruth Ann (SR)	Shenandoah	Schuylkill
Lee, Betty L. (J)	Springville	Susquehanna
Mack, Bruce L. (F)	Waverly	Lackawanna
Mack, Christine A. (F)	Montrose	Susquehanna
McCord, Ann E. (F)	Duke Center	McKean
McCue, Rita E. (F)	Ulster	Bradford
McGavin, Frances M. (F)	Meshoppen	Wyoming
McInroy, Wildamary (J)	Jersey Shore	Lycoming
MacMurray, Sibyl E. (F)	Granville Summit	Bradford
Miller, Florence A. (S)	Lock Haven	Clinton
Minerd, R. Penn (SR)	Smethport	McKean

Name	Town	County
Mingos, F. Carl (SR)	Monroeton	Bradford
Montgomery, Hilda E. (J)	Towanda	Bradford
Morgan, Ivan D. (S)	Portage	Cambria
Morrison, Gladys M. (J)	Mansfield	Tioga
Munroe, Edwin J. (J)	Wellsboro	Tioga
Myers, Gretchen I. (SR)	New Castle	Lawrence
Nichols, Thomas E. (F)	Smethport	McKean
Peterson, John W., Jr. (J)	South Williamsport	Lycoming
Phoenix, Clasa G. (J)	Shinglehouse	Potter
Pinnock, Ethel B. (SR)	LeRaysville	Bradford
Port, Lois K. (F)	Kane	McKean
Prutzman, Philip R. (S)	Trucksville	Luzerne
Pyle, John W. (F)	Donora	Washington
Randall, Verna E. (F)	Montrose	Susquehanna
Redner, Arthur L. (SR)	Mansfield	Tioga
Reeves, Dorothea A. (F)	Nanticoke	Luzerne
Richley, Paul C. (F)	Harrisburg	Dauphin
Rissel, J. Clair (J)	Coatesville	Chester
Rzodski, Jacob J. (F)	Plymouth	Luzerne
Sampson, Marguerite R. (J)	Crooked Creek	Tioga
Samson, A. Elizabeth (S)	Lake Ariel	Wayne
Santoro, Mary Jane (F)	Warren	Warren
Satterley, Florence R. (S)	Galeton	Potter
Sawyer, Leah K. (F)	Liberty	Tioga
Schlessman, Richard G. (F)	New Albany	Bradford
Semonich, John (F)	Olyphant	Lackawanna
Short, William F. (F)	Turtle Creek	Allegheny
Sickler, Howard W. (J)	S. Waverly	Bradford
Sickler, Nelson E. (S)	S. Waverly	Bradford
Smith, Malcolm J. (F)	Mauch Chunk	Carbon
Snyder, Numa J. (F)	Lehighton	Carbon
Speer, Philip B. (J)	Smethport	McKean
Stout, Charles (J)	Ashley	Luzerne
Strangfeld, Rita M. (F)	Oreland	Montgomery
Stuart, Ernestine M. (F)	Mansfield	Tioga
Taylor, Mary E. (S)	Lake Como	Wayne
Vosburg, Delbert A. (SR)	Milan	Bradford
Waltman, Alice W. (J)	New Albany	Bradford
Webster, Jean H. (SR)	Wellsboro	Tioga

Name	Town	County
Willier, Elizabeth E. (F)	Hegins	Schuylkill
Wilson, Jean A. (S)	Towanda	Bradford
Wood, Emma M. (J)	Milan	Bradford
Yaw, Perry H. (J)	New Albany	Bradford

SECONDARY EDUCATION

Abell, Marguerite (S)	Rome	Bradford
Albertalli, Charles F. (F)	Peckville	Lackwanna
Alger, Janet S. (SR)	Mansfield	Tioga
Anderson, Charles R. (SR)	Greenville	Mercer
Anderson, Jeannette M. (SR)	Canton	Bradford
Andrews, Minnie M. (F)	Elmira, N. Y.	Chemung
Armstrong, Barbara C. (S)	Shinglehouse	Potter
Avery, Donald G. (SR)	Troy	Bradford
Baglini, Evo A. (SR)	Sayre	Bradford
Bailey, Carol V. (S)	Mansfield	Tioga
Bailey, S. Roger (S)	Mansfield	Tioga
Barrett, Allen L. (J)	East Smithfield	Bradford
Baxter, Almon R. (SR)	Blauvelt, N. Y.	Rockland
Beck, J. Webster (SR)	Liberty	Tioga
Beirne, Helen E. (F)	Towanda	Bradford
Benson, Willis O. (SR)	Norwood	Delaware
Bonner, Robert A. (J)	Ashland	Schuylkill
Bower, Robert L. (S)	Blossburg	Tioga
Brace, Eben C. (J)	Mansfield	Tioga
Brecher, Mary L. (F)	Powell	Bradford
Brennan, Anne M. (SR)	Shenandoah	Schuylkill
Brion, C. Walter (J)	Liberty	Tioga
Brown, Dena M. (F)	Canton	Bradford
Brown, Harold L. (F)	Troy	Bradford
Brown, Jeanne L. (SR)	Galeton	Potter
Brown, Marion A. (S)	Thompson	Susquehanna
Butsavage, John A (S)	Ashley	Luzerne
Carter, John Winston (S)	Olyphant	Lackawanna
Casselbury, Vern D. (SR)	Athens	Bradford
Cawley, Robert J. (F)	Eldred	McKean
Cecere, Eugene (J)	Olyphant	Lackawanna
Cheplick, John (F)	Oyphant	Lackawanna
Cieslowski, Joseph B. (J)	Swoyerville	Luzerne
Clark, Frances E. (S)	Mansfield	Tioga

Name	Town	County
Cleveland, Beatrice W. (SR)	Mansfield	Tioga
Cleveland, W. Harvey (S)	Mansfield	Tioga
Cole, Homer E. (S)	Mainesburg	Tioga
Conner, William W. (J)	Plains	Luzerne
Connors, Constance M. (F)	Morea	Schuylkill
Cook, Norman B. (S)	Sayre	Bradford
Cooke, Ina Belle (S)	Millerton	Tioga
Cooley, Harry H. (J)	Kingsley	Susquehanna
Cordelli, Daniel V. (SR)	Olyphant	Lackawanna
Crippen, Ruth H. (J)	Blossburg	Tioga
Cronk, Olive B. (F)	Stevensville	Bradford
Cunningham, Bernard J. (J)	Wilkes-Barre	Luzerne
Dardenne, Mery A. (F)	Port Allegany	McKean
Davis, Charles B. (SR)	Scranton	Lackawanna
Davis, Lucy C. (F)	Laceyville	Wyoming
Dillman, Richard W. (S)	Wellsboro	Tioga
Doane, John H., Jr. (S)	Mansfield	Tioga
Doane, Wilton A. (S)	Mansfield	Tioga
Dolheimer, Vivian C. (J)	Thomasville	York
Douglas, Mary (J)	Honesdale	Wayne
Dove, Francis S. (SR)	Plains	Luzerne
Dowd, Robert F. (F)	Wilkes-Barre	Luzerne
Dwyer, James K. (F)	Wellsboro	Tioga
Edgcomb, Miriam E. (F)	Knoxville	Tioga
Ely, Jane M. (SR)	Mansfield	Tioga
English, M. Catherine (S)	Wellsboro	Tioga
Every, James (SR)	Mansfield	Tioga
Feldman, Bernard B. (SR)	Plains	Luzerne
Frazer, Alice B. (F)	Wyalusing	Bradford
Freed, Morris (F)	Wilkes-Barre	Luzerne
Frenchko, John J. (S)	Olyphant	Lackawanna
Gannon, Max W. (J)	Wyalusing	Bradford
Gardiner, Bennett C. (SR)	Westfield	Tioga
Gazdick, Edna F. (SR)	Galeton	Potter
Gillette, G. Shirley (F)	Mansfield	Tioga
Guy, George F. (J)	Blossburg	Tioga
Gwinn, Benjamin C. (SR)	Mansfield	Tioga
Hallahan, Louise P. (SR)	Corning, N. Y.	Steuben
Harbachuk, John (SR)	Camptown	Bradford
Harvey, Clarence D. (F)	Mansfield	Tioga

Name	Town	County
Hawkins, James R. (J)	DuBois	Clearfield
Hawley, Emma M. (SR)	Skinners Eddy	Wyoming
Hendricks, Robert D. (F)	Mansfield	Tioga
Herrman, Jeannette R. (S)	Honesdale	Wayne
Hess, Melva E. (SR)	Sabinsville	Tioga
Hughes, Charles F. (J)	Mansfield	Tioga
Hughes, Harry W. (J)	Mansfield	Tioga
Jenkins, Morton E. (SR)	Mansfield	Tioga
Jones, Jess W. (S)	Plains	Luzerne
Joseph, Lewis E. (SR)	Duryea	Luzerne
Jupenlaz, Frederick C. (F)	Covington	Tioga
Keagle, Phyllis P. (SR)	Canton	Bradford
Kelly, Bernard (F)	Mansfield	Tioga
Kennedy, Drusilla E. (S)	Mansfield	Tioga
Kerwan, Thomas J. (J)	Blossburg	Tioga
Kilbourne, C. LeRoy (F)	Wellsboro	Tioga
Kisilewski, John J. (S)	Hudson	Luzerne
Kiwatisky, Steve (F)	Lopez	Sullivan
Kruger, Ralph J. (J)	Middlebury Center	Tioga
Kwasneski, Angeline (S)	Morris Run	Tioga
Lane, William S. (F)	Prospect Park	Delaware
Leonard, Brunswick W. (SR)	Mansfield	Tioga
Leonard, Wellington C. (S)	Mansfield	Tioga
Lewis, Robert E. (J)	Hop Bottom	Susquehanna
Linder, Wilda E. (F)	Osceola	Tioga
Lindquist, Carl E. (S)	Morris Run	Tioga
Llewellyn, Arthur J. (S)	Williamsport	Lycoming
Lloyd, Charlotte A. (S)	Galeton	Tioga
Loch, Frank E. (J)	Plains	Luzerne
Lockwood, Madaline L. (SR)	Liberty	Tioga
Loomis, Rebecca J. (F)	South Williamsport	Lycoming
Lupton, Robert E. (SR)	Philipsburg	Center
McCartan, Jeannette T. (F)	Meshoppen	Susquehanna
McClelland, Jean E. (SR)	Wellsburg, N. Y.	Bradford
MacCrumb, Lorna L. (SR)	Mansfield	Tioga
McDermott, Joseph W. (S)	Milan	Bradford
McDonald, Leo F. (S)	Athens	Bradford
McEwan, Scott W. (J)	Blossburg	Tioga
MacMullen, Avis J. (J)	Susquehanna	Susquehanna
MacMullen, Robert (F)	Susquehanna	Susquehanna

Name	Town	County
McNaught, Margaret R. (F)	Elmira, N. Y.	Chemung
Mahon, John B. (S)	Plains	Luzerne
Mainwaring, Joseph T. (SR)	Plains	Luzerne
Manley, Thomas F. (J)	Jessup	Lackawanna
Marshall, Margaret L. (S)	Roaring Branch	Lycoming
Martin, Norman C. (SR)	Blossburg	Tioga
Marvin, Richard W. (J)	Wellsboro	Tioga
Matthews, Robert B. (SR)	Covington	Tioga
Merk, Charles N. (SR)	Lanesboro	Susquehanna
Mittan, Jack O. (J)	S. Montrose	Susquehanna
Moody, Don L. (SR)	Canton	Bradford
Moore, Jean Marie (F)	Liberty	Tioga
Mudge, Rachel P. (F)	Covington	Tioga
Murphy, Dorothy J. (F)	Wellsboro	Tioga
Natzle, John W. (J)	Hallstead	Susquehanna
Nicholas, Margaret E. (S)	Mansfield	Tioga
Niles, Rosa E. (J)	Mansfield	Tioga
Noonan, James J. (F)	Mahanoy City	Schuylkill
Noonan, Josephine H. (F)	Mahanoy City	Schuylkill
Norris, Robert B. (SR)	S. Montrose	Susquehanna
Northrop, Mahlon E. (S)	Asaph	Tioga
Nowak, Theodore V. (J)	Blossburg	Tioga
Osberg, John W. (F)	Alba	Bradford
Osgood, Edmund W. (SR)	Wellsboro	Tioga
Osgood, Roland (S)	Nelson	Tioga
Owen, Robert (F)	Mansfield	Tioga
Parker, Arnold B. (J)	Liberty	Tioga
Parker, Ernest G. (S)	Mansfield	Tioga
Pease, E. Naomi (F)	Canton	Bradford
Pickett, Clyde H. (J)	Laceyville	Wyoming
Playfoot, Ralph E. (SR)	Galeton	Potter
Pratt, John L. (S)	Tunkhannock	Wyoming
Raczkowski, John S. (F)	Plains	Luzerne
Ramolonis, John W. (SR)	Brackney	Susquehanna
Retan, G. Walter (S)	Mansfield	Tioga
Robbins, Louise C. (F)	Columbia Cross Rds.	Bradford
Roblyer, Inez H. (S)	Gillett	Bradford
Ross, Ralph R. (SR)	Clifford	Susquehanna
Rosser, John F. (SR)	Plains	Luzerne
Saxton, Elorena (J)	Troy	Bradford

Name	Town	County
Scanlon, James J. (SR)	Plains	Luzerne
Schoonover, Lillian B. (SR)	Knoxville	Tioga
Schwab, Ralph A. (S)	Mansfield	Tioga
Seeds, Mary M. (F)	Canton	Bradford
Shaffer, C. Louise (S)	Wyalusing	Bradford
Sheesley, Ross R. (SR)	Harrisburg	Dauphin
Sherman, Reed A. (SR)	Mansfield	Tioga
Sillaman, A. Donald (F)	Blossburg	Tioga
Silvi, Andrew (F)	Plains	Luzerne
Simchik, Walter (F)	Wilkes-Barre	Luzerne
Simmons, Emma B. (S)	Westfield	Tioga
Smith, Louise M. (S)	Mansfield	Tioga
Smith, Robert A. (J)	Bradford	McKean
Smith, Robert C. (J)	Jersey Shore	Lycoming
Smith, Warren B. (F)	Millerton	Tioga
Somerville, Dorothy J. (F)	Mansfield	Tioga
Spalding, Willis W. (SR)	Troy	Bradford
Spencer, Z. Germaine (F)	Williamsport	Lycoming
Starks, Arthur G. (SR)	Mansfield	Tioga
Sterling, Marian A. (J)	Morris Run	Tioga
Stevens, Elmer S. (S)	Montrose	Susquehanna
Stocum, Geraldine E. (SR)	Sayre	Bradford
Stroble, Eugene (F)	Trout Run	Lycoming
Swift, Kenneth (S)	Coudersport	Potter
Taylor, George E. (SR)	Montrose	Susquehanna
Taylor, Jack K. (J)	Bradford	McKean
Terry, Jack R. (SR)	Athens	Bradford
Thomas, Margaret V. (F)	Norristown	Montgomery
Thompson, Caspar M. (F)	Mansfield	Tioga
Thompson, Freda M. (J)	Harrison Valley	Potter
Todd, George E. (F)	Pittsburgh	Allegheny
Toy, Barbara Ann (SR)	Scranton	Lackawanna
VanHorn, Robert W. (S)	Wellsboro	Tioga
Waidler, Shirley E. (F)	Winterdale	Wayne
Webster, Lane (F)	Wellsboro	Tioga
Webster, Marshall M. (SR)	Mansfield	Tioga
Wesneski, Kenneth V. (F)	Blossburg	Tioga
West, Barbara L. (SR)	Hop Bottom	Susquehanna
Westbrook, Betty P. (S)	Great Bend	Susquehanna
Wilson, Robert L. (F)	Mansfield	Tioga
Wolpert, Jeremiah (F)	Mansfield	Tioga

Name	Town	County
Woodard, Stanley D. (SR)	Mansfield	Tioga
Yeager, Jack R. (J)	Westfield	Tioga
Young, Eugene J. (F)	Susquehanna	Susquehanna
Young, Robert K. (J)	Costello	Potter
Yurcic, Nicholas A. (SR)	Harrisburg	Dauphin
Zavacky, Harry (F)	Simpson	Lackawanna

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PRELIMINARY ENROLLMENT FORM

FOR PROSPECTIVE STUDENTS

If you are interested in attending Mansfield State Teachers College, kindly answer the following questions, detach along perforated line, and mail this form to Dr. Joseph F. Noonan, President, State Teachers College, Mansfield, Pennsylvania. You will be promptly supplied with full information relative to enrollment.

1. **Name** _____
   First Name Middle Name Last Name

2. **Home Address** _____
   City County State

3. **Of what approved four-year high school are you (or will you be) a graduate?** _____

4. **Your Age** _____; **Height** _____; **Weight** _____; **Race** _____

5. **When do you expect to enter the College?** _____

6. **Do you want a room reserved in the dormitories?** _____

7. **Will you commute from home?** _____

8. **Have you made your own rooming and boarding arrangements?** _____; **If so, at what place?** _____

   (All students not commuting from home or not living with relatives must have permission from the President of the College to live outside the dormitories. When the dormitories are not filled, students must live on the campus.)

9. **Have you enclosed with this form your check for $10.00 (Advance Registration Deposit)?** _____

10. **Please underscore the course in which you are interested?**
    Elementary Education **Home Economics Education**
    Music Education **Secondary Education**

11. **Shall we forward the regular enrollment forms required by the State Department of Public Instruction?** _____

12. **Date of This Application** _____